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ABSTRACT

This guide is intended to assist home economics teachers in designing lessons and activities that will reinforce writing skills in consumer and homemaking education programs. Included in the guide are a total of 59 mini-lessons on the following areas of home economics: child development; family relationships; foods and nutrition; consumer education; housing, home furnishings, and equipment; and clothing and textiles. Each activity contains some or all of the following: content area, level of difficulty, home economics content objective, writing objective, learning activity, and source. An appendix contains the answers to all the activities. Also included is a matrix that details (1) the number(s) of the learning activities in which a particular writing skill is reinforced and (2) whether a given writing skill is required to pass the New Jersey High School Proficiency Test. (MN)

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Vocational Home Economics Education

ED288073

Writing in Consumer and Homemaking Education Programs

...A Guide for Reinforcing Basic Skills

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Vocational Home Economics Education

Writing in Consumer and Homemaking Education Programs

A Guide for Reinforcing Basic Skills

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FOREWORD

WRITING IN CONSUMER AND HOMEMAKING EDUCATION PROGRAMS: A GUIDE FOR REINFORCING BASIC SKILLS presents a process that will enable home economics teachers to design lessons and activities for the purpose of reinforcing writing skills in Consumer and Homemaking Education Programs. Reinforcing basic skills in Consumer and Homemaking Education Programs is not new. The Vocational Home Economics Coalition in **A QUEST FOR QUALITY: CONSUMER AND HOMEMAKING EDUCATION IN THE 80's** points out:

> Writing is practiced frequently in Consumer and Homemaking Education classes as students prepare various assignments. Written reports and evaluations of classroom and laboratory projects, invitations and thank you notes to resource persons, and term papers are examples of ways students apply grammar, spelling and thought organization.
>
> The need to communicate in written form effectively is emphasized in two ways. Students are required not only to communicate in writing but also to utilize written forms such as directions, text, and various data presentations which must be interpreted and applied to the learning situation (1985, p. 7).

What is new about the process presented here is that the lessons and activities are designed to meet the content objectives outlined in the **CURRICULUM GUIDE FOR CONSUMER AND HOMEMAKING PROGRAMS IN NEW JERSEY** as well as writing skills selected from those required to pass the New Jersey High School Proficiency Test. The lessons and activities presented here are not intended to be recipes for reinforcing writing skills but rather examples of how classroom teachers can use this process to design lessons to meet the specific needs of students in their classrooms.

The project was supported by a grant awarded to the Department of Home Economics at Glassboro State College by the New Jersey Department of Education, Division of Vocational Education. Many professionals contributed to the success of this project. Rosemary Harzmann, Program Specialist in Home Economics and Consumer Education, served as Project Manager from the State Department of Education. Her guidance in the planning and administration of this project contributed greatly to its success. Dr. Lois L. Winand, Project Director and Chairperson, Department of Home Economics, Glassboro State College, provided the overall supervision needed to successfully conduct the project within the college setting.

Kathleen Ann Conroy, Supervisor of English, Reading and Library, Plainfield High School, Plainfield, New Jersey, developed the lessons and activities presented here and conducted the workshop for home economics educators on reinforcing writing skills through home economics education. Dr. Doris Palzer, Assistant Professor of Home Economics, Glassboro State College, served as the home economics consultant for this project, which included editing the lessons and activities to ensure that the home economics content was accurate and appropriate for the target population.

Members of the Advisory Committee gave valuable advice and counsel on the development of the lessons and activities. The committee included: Elsie Anderson, Supervisor of Home Economics, Elizabeth Board of Education; Dr. Doris Dopkin, Program Specialist in Home Economics and Consumer Education, New Jersey State Department of Education; Susan Gaston, Home

Economics Teacher, Quibbletown Middle School at Piscataway; Judy Graef, Supervisor of Home Economics, Bloomfield High School; and Robert Seyfarth, Principal of Cranford High School.

Recognition is extended to the teachers who field tested and evaluated materials for this publication.

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Vivian Gunn Morris, Ph.D.
March, 1987

INTRODUCTION

WRITING IN CONSUMER AND HOMEMAKING EDUCATION PROGRAMS: A GUIDE FOR REINFORCING BASIC SKILLS provides strategies for reinforcing writing skills in grades 7-12 home economics classes. Both teacher-managed and student-managed activities are included in the content areas of child development; family relationships; foods and nutrition; consumer education; housing, home furnishings, and equipment; and clothing and textiles. Teachers are encouraged to adapt the ideas and concepts presented to meet the specific needs of students in their classrooms.

This guide includes several features designed for easy use. Teachers can identify the specific writing skills reinforced in each activity by using the matrix at the beginning of the guide. To assist the teacher in selecting activities that are most appropriate for the students served, each activity addresses the following items:

- Content area. One of the six home economics subject areas included in a comprehensive program.
- Content objectives. Home economics objectives adapted from those outlined in the **CURRICULUM GUIDE FOR CONSUMER AND HOMEMAKING PROGRAMS IN NEW JERSEY.**
- Level. The difficulty of the activity. The activity may be designated as introductory, intermediate, or advanced.
- Writing objectives. Writing skills selected from those required to pass the New Jersey High School Proficiency Test.

Each content area is introduced with a sample lesson including suggestions for using the activities in the classroom setting. Lesson plans should be developed by the classroom teacher to use the other activities in each content area to meet the specific needs of students served. Activities may be used to initiate a unit, as part of developmental activities,or used to culminate a unit of study. Some activities may vary in the amount of time required for completion. For example, one activity may require only fifteen minutes of a class period while another may be used for an entire class period or two or be appropriate for use as a short-term or long-term homework assignment. The Appendix contains answers for the activities and the scale used for scoring the essay portion of the New Jersey High School Proficiency Test.

WRITING SKILLS MATRIX

HSPT WRITING SKILLS[1]	HOME ECONOMICS CONTENT AREAS: CHILD DEVELOPMENT	FAMILY RELATIONSHIPS	FOODS AND NUTRITION	CONSUMER EDUCATION	HOUSING, HOME FURNISHINGS, AND EQUIPMENT	CLOTHING AND TEXTILES
I. Sentence Structure						
A. Select a sentence revision that corrects an error in sentence construction	10[2]			30 39	49	
B. Combine ideas into a well-constructed sentence		13	24 28		43 45	
C. Select words that complete a partially constructed sentence					48	52
D. Select transition words to complete a paragraph	8 1		27	35		
E. Identify the error within a sentence containing a usage error	4	18 16	25		42	57
II. Organization of Ideas						
A. Select the main idea for a paragraph	6 9	12	22	38		

[1]HSPT writing skills are those skills required to pass the New Jersey High School Proficiency Test.

[2]The numerals designate the number of the activity in which a particular writing skill is reinforced.

WRITING SKILLS MATRIX

HSPT WRITING SKILLS	HOME ECONOMICS CONTENT AREAS: CHILD DEVELOPMENT	FAMILY RELATIONSHIPS	FOODS AND NUTRITION	CONSUMER EDUCATION	HOUSING, HOME FURNISHINGS, AND EQUIPMENT	CLOTHING AND TEXTILES
II. Organization of Ideas (cont.)						
B. Select a detail that supports a main idea	6 8 9	12 14 17	20 22 23 27	31 33 38	40 45 47	53 56
C. Identify a detail inappropriate to the main idea	7 9	11	23		41 45 46	59
D. Reorganize sets of sentences into a logical order	1 3	19	21 28 29	37	43	51
III. Editing						
A. Proofread and identify a mechanical error in a writing sample		16				57 58
B. Identify a mechanical error in a writing sample and select the correction	4	18	25 29		42	
IV. Writing Sample						
Within a thirty minute period, produce a mechanically correct writing sample	2 5	15	26	32 33 34 36 38	45 46	50 54 55

CHILD DEVELOPMENT

Lesson Plan 1

CONTENT AREA: Child Development
LEVEL: Intermediate
OBJECTIVE: State ways to help children who have special problems adjust to being different.

WRITING OBJECTIVES: Reorganize sets of sentences into logical order.
Identify transition words.

MATERIALS NEEDED: Chalkboard, chalk, eraser
Overhead projector with transparencies
Activity sheet/puzzle pieces
Pencils
Paper

MOTIVATION: On the chalkboard, list the word compensation and elicit a definition or definitions and examples of compensation with which students are familiar.

Then, as lead-in to the ways in which handicapped people compensate, ask the students to list six activities in which they engage at least once a month. When their lists are completed, ask them to cross out any activity they could not engage in if they were:

- blind
- deaf
- paralyzed
- illiterate.

Discuss cross-outs and reasons for cross-outs; discuss reasons for retentions. When they retained activities, were they considering ways to compensate for the handicaps?

ACTIVITY:

Explain that compensating is a problem-solving technique.

On another plateau, reconstructing a puzzle is problem-solving. Distribute puzzle pieces. Have students piece together an illustration that could be used with Activity 1.

Using an overhead, project the illustration as it should look when pieced together.

Discuss the students' process of piecing the puzzle together.

Then, introduce the activity sheet which calls for students to piece together the disorganized sentences in a paragraph.

Go over directions, explaining the transitions as clues to the successful ordering of the sentences much as the puzzle pieces' edges were clues to connecting puzzle pieces.

Have students complete Activity 1. When the activity is completed, have students exchange papers and correct them. Elicit correct responses from students. Accent transitions.

Conclude the lesson with discussion of the content of each rearranged paragraph.

TEACHER CHECKPOINTS:

While students are engaged in the motivational activity, move about the room noting progress, uncertainties et al.

Note ease or difficulty with which students piece the puzzle together.

While students complete Activity 1, move about the room noting the facility or strain which characterizes students' reordering of sentences and underlining of transitions.

Collect all materials at close of lesson, check, and return to students.

EXTENDED ACTIVITIES:

This activity may be reinforced by:

Having the students read 3 or more paragraphs in their text's chapter on coping with special problems and select the transitions in the paragraphs.

Having the students develop a paragraph of 5 or 6 sentences on a child's compensation for a special problem, placing each sentence on a separate 3" x 5" index card. Have students shuffle their cards, exchange packs, rearrange sentences, and voice substantiation for their rearrangements.

Activity 1 - Helping People Who Are Different

CONTENT AREA:	Child Development
LEVEL:	Intermediate
CONTENT OBJECTIVE:	State ways to help children who have special problems adjust to being different.
WRITING OBJECTIVES:	Reorganize sets of sentences into logical order. Identify transition words.

Rearrange the sentences in each of the following paragraphs. Then, underline the word or group of words which helped you decide on the order of the sentences.

I. (A) He has learned lip reading and sign language and is an honor student at the Robbins-Hart School for the Deaf. (B) He is now classified as deaf. (C) Four years ago, when Kevin was four years old and a kindergartner, he had a severe case of measles. (D) Unlike the 80-90% of children who survive this communicable disease without complication, Kevin suffered substantial hearing loss from a middle-ear infection that accompanied the measles. (E) The sign on his street indicates that Kevin probably plays games with his friends and rides his bike without thinking much about his handicap. (F) Although preoccupied, Kevin is ever hopeful that modern medicine may offer some surgical correction of his problem.

II. (A) He now owned a condominium with a sauna, health club, and pool, all of which he took advantage of at least three times a week in spite of his busy schedule. (B) What Chet could not tell from the conversation, however, was that the young visitor, like Chet himself, was blind. (C) The visitor, like Chet, had taken swim lessons at this very community pool years before. (D) He was a lawyer for IBM and spoke enthusiastically about an upcoming business trip to Maui, Hawaii where he hoped to put his swim lessons to good use, swimming in the Pacific. (E) Last Wednesday evening, when Chet was taking his weekly swim lesson, he overheard a conversation between a swim instructor and a young visitor in his early 20's.

III. (A) Offering only minimal aid, Mrs. Juarez lets Carmen get ready for school by herself each day. (B) While doing so, she is learning independence, a wonderful lesson for all of us not only for the mentally deficient. (C) Mrs. Juarez, a teacher at the Swain School, is very proud of the accomplishments of Carmen Morta, one of her prize pupils. (D) She has also appointed Carmen to captain a dining room section each

Thursday, which allows Carmen to supervise her classmates' setting the table. (E) Although of very limited mental ability, Carmen has learned good grooming practices and selection of clothes that are becoming to her with her hair coloring, skin tone, and physical make-up. (F) Carmen enjoys responsibility and is serious about these tasks; she works very hard at pleasing Mrs. Juarez.

IV. (A) Basketball was his life: he played it, he watched it, he talked about it, he dreamed of a pro career. (B) He was an honor student, a student government leader, an active participant in clubs, a swim instructor at the Y, and a part-time employee at his dad's real estate office. (C) Before the accident, Pat had played first string with the Dumbarton varsity. (D) Paralyzed from the waist down, Pat had to revise his dream, but basketball has remained and will remain a major interest in his life. (E) But a drunk driver altered his future.

Activity 2 - Getting a Job As a Babysitter

CONTENT AREA: Child Development
LEVEL: Introductory
CONTENT OBJECTIVE: Identify the babysitter's basic functions and responsibilities.
WRITING OBJECTIVE: Produce a mechanically correct writing sample.

BAY HEAD LEDGER *October 19, 1987*

BABYSITTER

Wanted: Young (12-17) energetic, creative, responsible sitter to care for two boys: 1 1/2 and 4 years old.

Two (2) evenings per week: Monday and Thursday and 1/2 day: Saturday, $3.25 per hour.

Must have previous experience and good references.

Reply in writing before 10/25/87 to:

Mrs. Elton Weiner
1212 Oceanside Drive
Bay Head, New Jersey 08721

Using proper letter format (See skeleton of letter on the next page.), reply to Mrs. Weimer's ad. Make certain your letter of application for the babysitting position reveals your understanding of a babysitter's responsibilities, your qualifications for the position (i.e., age, energy level, creativity), and the experience you hope to gain from this position.

SKELETON OF LETTER OF APPLICATION

Your street address
Your city, state and zip code
Date of letter

Mrs. Elton Weimer
1212 Oceanside Drive
Bay Head, New Jersey 08721

Dear Mrs. Weimer:

BODY OF LETTER

Very truly yours,

Your signature

Activity 3 - What To Do in an Emergency

CONTENT AREA:	Child Development
LEVEL:	Introductory
CONTENT OBJECTIVE:	Identify common health and safety hazards for children. Suggest methods of protecting children when baby sitting.
WRITING OBJECTIVE:	Reorganize sets of sentences into logical order.

Saturday, January 4, 1986, marked a red-letter day in my life. For the very first time, I earned money babysitting for my neighbor's three year old twins, Allyson and Shawna.

Of course, I wanted to be SUPER BABYSITTER so during the week I prepared index cards of handy information in case of emergencies.

I yelled "Good-by" to my folks; they wished me luck; and as I dashed out our back door en route to the Robertsons, I smacked right into my brother Bill carrying a 50 lb. bag of dog food and dropped all my index cards. I was so nervous I couldn't even remember which piece of information went with which emergency.

On my first day on the job, I wanted to be on time. My brother Bill volunteered, actually volunteered, to re-sort the cards and deliver them to be at the Robertsons. Thank goodness there were no emergencies during my first half-hour on the job.

Pretend you are my brother Bill and see how quickly and accurately you could re-sort the handy information on emergencies.

SET 1: Poisoning

Card 1: Turn the child across your lap.

Card 2: Milk is better than water because it protects the digestive tract and slows down the absorption of poison.

Card 3: Save any label or remaining substance so doctors will be able to work quickly against the poison.

Card 4: Poison Control Center
Dial 1-800-555-1253

Card 5: Try to get the child to vomit.

Card 6: If the child swallows a poisonous substance, quickly make the child swallow a couple of glasses of milk (or water).

Card 7: Place a finger or spoon in the child's mouth to instigate gagging and vomiting.

SET 2: Bites

Card 1: Check pantry for baking soda to make a cold compress in case of a bite.

Card 2: Secure from Mrs. Robertson telephone numbers for:
contacting her
contacting her doctor
Poison Control
First Aid Squad

Card 3: Apply ice to slow the absorption of a sting.

Card 4: Check the medicine cabinet for insect repellents or calamine lotion.

Card 5: Call First Aid Squad 738-1040.

SET 3: Bleeding

Card 1: Bandage when bleeding stops.

Card 2: Apply cold wet towels.

Card 3: If the child cuts himself and starts bleeding, cover the cut with a clean cloth and apply pressure to the cut over the cloth.

Card 4: Call First Aid 738-1040.

Card 5: If the nose bleeds, pinch the nostrils.

Activity 4 - How Does Your Personality Grow?

CONTENT AREA:	Child Development
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Define the term "personality" and explain factors which influence personality development.
WRITING OBJECTIVE:	Identify mechanical or usage errors in a writing sample and correct them.

The sentences below concern personality and personality development. The information is correct, but the manner in which the information is written is incorrect.

Find the underlined section that contains an error. Circle the letter of the location where the error appears and, on the line provided, correct the sentence.

1. There (A) is (B) probably so many definitions of personality as there (C) are (D) experts on the subject.

_____

2. Therefore (A), to formulate a good definition, (B) one must consider the root of the word personality (C) itself; (D) person.

_____

3. Sense (A) a person is (B) a combination of mental and physical (C) characteristics, any good definition must address (D) both.

_____

4. Consider one experts (A) definition:

Personality signifies and emergent, unique organization of physical and psychological (B) traits, capacities, dispositions, and habits and mannerisms which, peculiar to an individual human being, determine his reactions to himself (C) and to (D) others and his impressions on the environment of persons, things, and customs in which he lives.

_____

5. Do the expert's (A) terms physical and psychological (B) really (C) both aspects of a person. (D)

_____

6. Between (A) you and I (B) is this definition worth considering when you formulate (C) yours (D)?

_____

SOURCE: Information in this activity adapted from Personality Development and Adjustment in Adolescence, revised edition by A. A. Schneiders. Milwaukee: Bruce Publishing Company, 1960.

Activity 5 - The Influence of TV

CONTENT AREA:	Child Development
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Analyze the possible effects of television and other media upon the mental and physical health of children.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.

My mother has been a chemical engineer at Exxon for the past four years. In 1985, while working there, she met and fell in love with a chemist from Kyoto, Japan. They plan to marry in August.

I must admit I am nervous about "our new family," which, in addition to my two older sisters and me, will include my "new" dad's three year old son Terumi (Tĕ room ee), who now lives with his grandmother in Kyoto.

Terumi knows no English.

My "new" dad thinks Terumi could learn a lot of English by watching TV. I agree.

.....

Choose two shows, one a daily and one a Saturday morning show, which you think would be good for Terumi to watch.

In a well-organized composition, describe each of the two shows. Talk about the people or things in each show that would appeal to a three year old. Also, explain how these shows would help Terumi learn English.

First, make a list of the things you will include in your essay.

Next, place numbers in front of each thing to indicate the order in which you will include each. At the same time, cross out anything that you have decided to eliminate from your essay.

Then, write the first draft of your essay.

Read it to yourself to be certain it is clear and concise.

Finally, write a clean copy of your essay.

Activity 6 - A Son or Daughter

CONTENT AREA:	Child Development
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Discuss the implications of the social and emotional rewards of having or not having children. Determine the financial and emotional responsibilities of parenthood.
WRITING OBJECTIVE:	Select a main idea and details that support a main idea.

Listen carefully to the tape, "The Soliloquy" from Carousel, by Rogers and Hammerstein, 1945.

Then, in complete sentences, respond to each of the questions relating to parenthood.

1. In what words does Bill reveal that he expects to hear the praise of his own son? To be the idol of his daughter?

_____

2. What are the financial responsibilities of a parent Bill sings about?

_____

3. What does Bill mean when he sings: "You can have fun with a son/But you gotta be a father to a girl?" Do you agree with him?

_____

4. What responsibilities does Bill assume for the rearing of his son? For his daughter?

_____

5. What responsibility does Bill allow the mother in the rearing of their son?

_____

6. Up to the turn of events: "What if he is a girl?", what social and emotional rewards does Bill expect from having this child?

_____

7. Like most parents, Bill wants a better life for his child. Where in the song does he speak about a better life for his boy Bill or his little girl?

_____

8. Do you think Bill is realistic when he thinks about his future with his son? With his little girl? Explain.

_____

9. In what way(s) is Bill old-fashioned?

_____

Activity 7 - Preparing for Parenthood

CONTENT AREA: Child Development
LEVEL: Intermediate
CONTENT OBJECTIVE: Analyze positive and negative attitudes toward childbirth.
WRITING OBJECTIVE: Identify a detail inappropriate to the main idea.

Each of the paragraphs below highlights childbirth. Read each paragraph. Choose the sentence that does not belong in the paragraph as it is written. Mark the letter of the sentence you choose.

_____ I. (A) One method of preparing a pregnant woman both physically and psychologically to approach labor with greater calm and understanding is the Lamaze Method. (B) Although Lamaze was French, the American Society of Obstetricians has promoted its use in the U.S. (C) This method is actually a course for the mother-to-be and the father-to-be. (D) Specially trained therapists describe the labor process and give instructions in a system of breathing and muscle exercises.

_____ II. (A) When a mother-to-be or the fetus is endangered by toxemia, ovarian cysts, or malposition of the fetus, the physician may make a strong recommendation for a Caesarean operation. (B) The most popular type of Caesarean is the low flap operation because there are few complications. (C) In the low flap, the uterine incision is through the cervix. (D) The cervix is actually a canal.

_____ III. (A) Many couples today are rejecting well-equipped hospitals as the setting for the delivery of their child. (B) They are choosing, instead, the services of a trained midwife so that the child can be delivered in the comfort of the home setting. (C) Midwives probably attended the births of their grandparents and great-grandparents. (D) The joy of having the whole family involved in and with the childbirth is, for these couples, worth the risk should the delivery have complications.

_____ IV. (A) On occasion, the delivery of a child is complicated by the abnormal position of the child's head. (B) Instead of the top of the child's head coming first, the buttocks, known as the breech, lie ready for expulsion from the mother's womb. (C) During pregnancy, the mother

could suffer from toxemia, a bacterial poisoning of the body. (D) Unless a child in the breech position is delivered promptly, the baby could suffocate.

Activity 8 - Gifts for Kids

CONTENT AREA: Child Development
LEVEL: Introductory
CONTENT OBJECTIVE: Select toys, games, and activities that will meet the developmental needs, abilities, and interests of children at different stages of development.
WRITING OBJECTIVE: Select transition words to complete a paragraph.

Read the following paragraphs about our National Honor Society. From the list of words below, choose the word that best completes each incomplete sentence in the paragraphs. You may use a word more than once; you may choose not to use one or more of the words. Write the letter of the selected word in the space provided.

A. and	D. generally	G. or
B. as	E. however	H. so
C. but	F. oftentimes	I. therefore

Each year near the December holidays Christmas and Hanukkah, the Eleanor Roosevelt Chapter of the National Honor Society of which I am a proud member asks local merchants to contribute toys and games for our holiday party on the pediatric floors of our nearby city hospital.

_____1._____directed, my fellow honor students and I go to the merchants, pick up the gifts, _____2._____wrap them for the party. On the outside of each wrapped package in the lower left-hand corner, we mark the age _____3._____ sex for which the gift is most appropriate.

_____4._____, both the toys and games have designations for suitable age brackets, _____5._____ _____6._____ the bearers of gifts, we have found such designations can be wrong. _____7._____, it is difficult to determine which sex would really enjoy a particular toy or game.

Pretend you are also a member of our Eleanor Roosevelt Chapter of the National Honor Society.

Read the descriptions of some of this year's local merchants' contributions and in the space provided label each for the most appropriate age group and sex. On the lines provided beneath each description, explain your labeling.

AGE GROUPS		SEX
Infants	7-10	Male
1-3	11-14	Female
4-6	15 and above	Both

_____1. A computer disc that allows the computer operator to attack and destroy enemy ships, fighter planes, and intercontinental missiles.

_____

_____

_____2. A board game for 3-6 players that requires a player to answer correctly problems of addition or subtraction before moving his playing piece.

_____

_____

_____3. Paper dolls of famous First Ladies.

_____

_____

_____4. A small hand manipulative for tic-tac-toe.

_____

_____

_____5. Blocks.

_____

_____

_____6. An 84 piece punch-out cardboard replica of Operation Sail.

_____

_____

_____7. A teddy bear with button eyes.

_____

_____

_____8. A board game for 2-6 players that requires a player to identify the names and stars of popular TV shows both past and present before moving his playing piece.

_____

_____

_____9. A collection of colored beads for stringing necklaces or bracelets.

_____

_____

_____10. A 12 piece wooden jigsaw puzzle of Lady Liberty.

_____

_____

Activity 9 - Rooms for Growth

CONTENT AREA:	Child Development
LEVEL:	Introductory
CONTENT OBJECTIVE:	Explain the effects of heredity and environment on a child's growth and behavior.
WRITING OBJECTIVES:	Grasp a main idea, select details that support a main idea, and identify details inappropriate to the main idea.

My niece Kate was born on July 13, 1977. At the time, her mother was a nursing supervisor; her father was and remains a partner in a large reputable law firm in Central Jersey.

Because of their educational training and readings, both parents were aware of the effects of environment on their child's growth and behavior.

Over the course of eight years, Kate has had three different bedrooms and playrooms as the family moved from apartment to apartment and then to its own home, but each time her parents designed rooms that would influence her growth and behavior.

First Bedroom: (one room)

- Stuffed animals & dolls
- Mobile above crib
- Puzzles
- Peg for clothes
- Games
- Fairy tale characters (wallpaper)
- Fischer-Price toys
- Tea set
- Bookcases
- Music corner

Second bedroom: (two rooms)

- Hot pink wallpaper
- Animals & dolls
- Bookcases
- Blackboard
- Peg for clothes
- Barbie Dream House
- Air hockey
- Music motif coverlet for bed
- Dresser with mirror
- Bed
- Doll cradle
- Desk
- Bicycle
- Mash Unit
- TV and music corner

Third bedroom: (two rooms)

- Pale yellow stripe wallpaper
- Doll cradle
- TV
- Print (of famous picture)
- Dresser with mirror
- Blackboard
- Tea set
- Dream house
- Music corner
- Yamaha keyboard
- Animals & dolls
- Print (of famous picture)
- Bed
- Typewriter
- VCR
- Desk
- MOMA calendar
- Bookcases
- Kitchen
- Air hockey
- Bicycle
- Video tapes
- Rack with ice skates, roller skates, flippers, goggles

Examine the contents of each room.

Then, on the lines provided, list items which appear in the rooms that Kate's parents hope will produce each of the underlined effects on her growth and behavior.

Some items may appear on several lists. To reduce the time spent on writing the same words over and over, select only 2 or 3 of the most obvious items for each affect noted in the questions. Your teacher may also decide to shorten the activity by having you focus on different rooms for each question. Follow your teacher's directions; but, in all cases, be ready to defend your listing of each item.

1. Kate will develop psychomotor skills.

   _____

2. Kate will learn the value of cleanliness, good grooming, and care of property.

   _____

3. Kate will learn socialization skills.

   _____

4. Kate will appreciate the byproducts of a civilized society.

   _____

5. Kate can express her creativity.

   _____

6. Kate will develop an awareness of physical fitness activities.

   _____

7. Kate will recognize the value of education.

   _____

8. Kate will learn to discriminate between the worthwhile and the worthless.

   _____

Activity 10 - I Like To Work with Children

CONTENT AREA: Child Development
LEVEL: Introductory
CONTENT OBJECTIVE: Identify the career opportunities in the area of child care.
WRITING OBJECTIVE: Select a sentence revision that corrects an error in sentence construction.

Each of the sentences below highlights career workers in the area of child care and development.

Read each sentence carefully. Decide if the underlined portion is correct or incorrect.

From the choices listed, select the answer you believe is correct.

1. An orthodontist should treat tooth irregularities in young children early especially if such irregularities will interfere with normal dental development.

   A. An orthodontist
   B. A orthodontist
   C. An Orthodontist
   D. A Orthodontist

2. The National Center on Child Abuse and Neglect will have sparked the rise of crisis nurseries where children of abusive parents are cared for and counseled.

   A. will have sparked
   B. sparks
   C. has sparked
   D. will spark

3. Every Saturday morning, Mrs. Murray, the librarian at our local library branch, conducts a half hour session with parents of preschool children on "How to Teach Your Baby to Read"; then, she has a story hour with the kids.

   A. "How to Teach Your Baby to Read"
   B. How to Teach Your Baby to Read
   C. "How To Teach Your Baby To Read"
   D. How To Teach Your Baby To Read

4. As a pediatrician, Dr. Olcott has been trained to recognize certain basic, physiological and psychological differences between a child and an adult.

   A. basic, physiological and psychological
   B. basic physiological and psychological
   C. basic physiological, and psychological
   D. basic physiological and, psychological

5. My neighbor, Mr. Williamson, is no longer a standout in the McKinley School; the board of education just hired another male kindergarten teacher.

   A. School; the board of education
   B. school; the board of education
   C. School, the board of education
   D. School, the Board of Education

6. Students in the child care courses at East Ridge High serve as aides in the day care center operated by the East Ridge Board of Education for children of its' employees.

   A. its' employees
   B. their employees
   C. his employees
   D. its employees

FAMILY RELATIONSHIPS

Lesson Plan 2

CONTENT AREA:	Family Relationships
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Demonstrate the ability to interpret non-verbal communication.
WRITING OBJECTIVE:	Identify a detail inappropriate to the main idea.
MATERIALS NEEDED:	4 or 5 large close-ups Chalkboard, chalk, eraser Activity sheet Pencils
MOTIVATION:	With class gathered in a tight circle, hold aloft each of the 4 or 5 large close-ups. Ask students to describe what they actually see in each photograph (e.g., an old woman with a shawl rocking on a porch) and what emotions of the character the photographer intended to capture in his picture.

ACTIVITY:

As lead-in to the activity itself, distinguish between appropriate and inappropriate by having the students volunteer an appropriate and an inappropriate comment for each close-up and substantiate their comments.

Distribute Activity 11.

Have the students complete the activity sheet. When the activity has been completed, go over the responses, calling for substantiation of responses and interpretation of the non-verbal communication of each illustration.

TEACHER CHECKPOINTS:

Check on the students' ease or difficulty with the captions.

Collect, check, and return the activity sheets to students.

EXTENDED ACTIVITY:

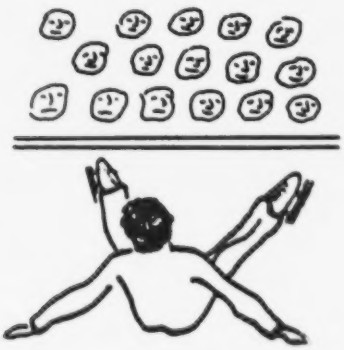
This activity may be reinforced by:

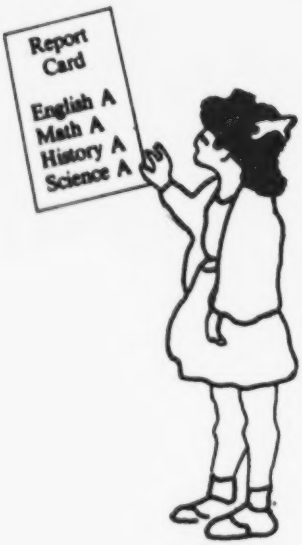
Having students bring to class 2 or 3 close-ups they clipped from magazines or newspapers.

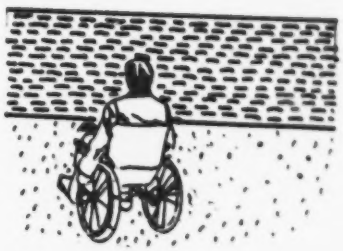
Having students, working in groups of 4 or 5, create inappropriate captions for each and explain the basis for the inappropriateness.

Activity 11 - Find the Title

CONTENT AREA: Family Relationships
LEVEL: Intermediate
CONTENT OBJECTIVE: Demonstrate the ability to interpret non-verbal communication.
WRITING OBJECTIVE: Identify a detail inappropriate to the main idea.







From observation of the above characters, choose the line that would be the most inappropriate caption for each illustration. Each caption can be used once only.

1. Do not weep
   War is kind.
   Crane

2. Stretchers are laid out, the mangled lifted
   And stowed into the little hospital
   Then the bell, breaking the hush, tolls once,
   And the ambulance with its terrible cargo
   Rocking, slightly rocking, moves away.
   Shapiro

3. You've got to be taught to be afraid
   Of people whose eyes are oddly made.
   Rogers and Hammerstein

4. The one who goes is happier
   Than those he leaves behind.
   Pollock

5. I'm nobody! Who are you?
   Are you nobody, too?
   Dickinson

6. Sweet sounds, oh, beautiful music,
   do not cease!
   Millay

7. Success is counted sweetest
   By those who ne'er succeed
   Dickinson

Activity 12 - A Daughter

CONTENT AREA:	Family Relationships
LEVEL:	Introductory
CONTENT OBJECTIVE:	Describe the steps in decision making and apply these steps to a specific situation.
WRITING OBJECTIVES:	Select the main idea of a passage. Select details that support the main idea.

LINES TO A DAUGHTER-ANY DAUGHTER

by Agnes Rogers Allen

One of the things that you really should know
Is when to say "yes," and when to say "no."
It's terribly, terribly risky to guess
At when to say "no" and when to say "yes."
Girls who are slaving for Woolworth and Kress
Lament for the day when they might have said "yes,"
Others are crying at night apropos
Of moments when clearly they should have said "no."

There aren't any textbooks, there aren't many rules,
The subject's neglected in orthodox schools.

Experience helps, but you seldom remember
Your April mistakes by the first of November.
You can't be consistent; there's often a reason
For changing your mind with a change in the season.
You may be quite right in accepting at seven
Suggestions you'd better refuse at eleven.

Perhaps you'll consider these tentative hints:
"No" to a dirndl of highly glazed chintz,
"Yes" to the bashful young man at the dance,
"No" to the man who's been living in France,
"Yes" to a walk in the park in the rain,
"Yes" if he asks for a chance to explain,
"No" to all slacks unless you're too thin,
"No" to that impulse to telephone him,

"Yes" to a baby, and "no" to a bore,
"No" if you're asked if you've heard it before,
"Yes" to the friend when she says, "Don't you think
Rabbit is just as becoming as mink?"
"Yes" to a Saturday, "no" to a Monday,
"Yes" to a salad and "no" to a sundae,
"No" to a wastrel and "yes" to a ranger,
"No" to a toady, and "yes" to a stranger

(That is, providing you use some discretion),
"No" to three cocktails in rapid succession,
"No" to magenta and chocolate brown,
"Yes" to a whisper and "no" to a frown,
"No" if he's misunderstood by his wife,
"Yes" if you want it the rest of your life.
Remember, my darling, careers and caresses
Depend on our choices of "noes" and of "yesses."

SOURCE: "Lines to a Daughter--Any Daughter," by Agnes Rogers Allen. Copyright © 1947 by Harper's Magazine. All rights reserved. Reprinted from the February issue by special permission.

Read the poem.

Then, answer each of the following questions in complete sentences.

1. According to the poet, what is the principal problem any daughter faces?

_____

2. For which two reasons, according to the poet's closing lines, is learning how to handle such a problem so critical?

_____

_____

3. Quote the two lines in the poem which prove the importance of the first reason.

_____

_____

4. Quote at least six lines in the poem which prove the importance of the second reason.

_____

_____

_____

_____

_____

_____

5a. Why does the poet suggest the "yesses" and "noes" she does?

_____

_____

5b. If her suggestions are ignored, what consequences does she hint at?

_____

_____

6a. Quote two lines which indicate nutritional choices.

_____

_____

6b. Would these nutritional choices in any way have an impact on the two critical reasons for knowing whether to say yes or no?

_____

_____

6c. Explain the consequences of each response.

_____

_____

_____

7a. Quote three lines which indicate fashion choices.

_____

_____

_____

7b. Would these fashion choices in any way have an impact on the two critical reasons for knowing whether to say yes or no? Explain your reason.

_____

_____

7c. Explain the poet's recommendations.

_____

_____

8. The poet says:

"It's terribly, terribly risky to guess
At when to say 'no' and when to say 'yes'."

List the decision-making skills you have learned in home economics which will help you eliminate the guessing.

_____

_____

_____

9. What information given in Stanza 2 makes these steps so important?

_____

Activity 13 - Community Resources

CONTENT AREA:	Family Relationships
LEVEL:	Introductory
CONTENT OBJECTIVE:	Describe how a person's own home and community environment provide opportunities for individual growth and development and discuss the importance of a positive response to these opportunities in order that they might continue to be available.
WRITING OBJECTIVE:	Combine ideas into a well-constructed sentence.

Communities offer many opportunities for personal and family growth and development, opportunities that are highlighted in the sentence groups that follow.

For each sentence group, choose the best way to combine the ideas into one well-constructed sentence. Keep the meaning of the original sentences.

Example:

About 80% of our community's families take advantage of the Olympic-sized pool at the Y. The Y encourages family swims and sets aside an hour three evenings a week and on Saturday for family swims.

The Y encourages family swims at its Olympic-sized pool by setting aside an hour three evenings a week and on Saturday for family swims, hours of which about 80% of our community's families take advantage.

1. Our community theatre presents at least ten major productions each year. There are many opportunities for part-time employment.

   _____

2. Many registered nurses work as volunteers with the rescue squad. They are willing to teach first aid techniques. Many other volunteers can learn a lot from them.

   _____

3. The children's librarian conducts a story hour each week. The story hour is from 10-11:00 A.M. on Saturday mornings.

   _____

4. This past September, our town's public works employees dredged the duck pond in Westmoreland Park. The town's families are now enjoying ice skating and hockey on the new ice surface.

_____

5. Three times a year our local churches, Presbyterian, Methodist, and Catholic, co-sponsor teen dances. The dances are held on Valentine's Day and May Day and during the October harvest time. Every year at least 1000 teens attend the dances.

_____

Activity 14 - A Positive Role Model Shapes Behavior in Others

CONTENT AREA:	Family Relationships
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Identify family members, friends, teachers, and others with whom the student comes in contact who help shape her/his personality and behavior and in turn whose behavior one shapes through personal interactions.
WRITING OBJECTIVE:	Select a detail that supports the main idea.

The teaching profession needs no publicity beyond its teachers who serve as daily role models.

One such teacher is Mrs. Porczyski, an English teacher.

Mrs. Porczyski's academic achievements are noted in every aspect of her work and being. She conveys to her audience a deep respect for work in general and her work in particular. She realizes that her subject matter is enriched by the work of philosophers, scientists, and historians; but she also realizes that many of her students are not capable of grasping this integration of disciplines. Wisely, then, she whets all her students' appetites with interesting facts and fiction but saves the details for the satisfaction of her brighter students' intellectual curiosity. Though she possesses a vast vocabulary, she accommodates her word choice to the age group she is addressing as well as to their mental capacity; yet, she never insults students by talking down to them.

In wise fashion, also, she proportions class time to include the various elements of English: spelling, vocabulary, grammar, composition, and literature.

In the classroom, she is like a sentry. Her eye surveys the whole room. She hears a whisperer; she sees the notepasser; she is aware of the cheater. Yet, she possesses a tremendous respect for the human person and does not make every incident an occasion for public humiliation. Mrs. Porczyski's private reprimand has a tremendous impact.

Her sense of balance in all things admits of a sense of humor which enlivens her classes. She is a friend to her students but never "one of the girls."

Mrs. Porczyski's role as a teacher is a dignified one; her attitude, always a profession 1 one. To her, teaching is one of the finest professions; of her profession, she is one of the finest representatives.

On the lines provided, record the best supporting detail for each underlined main idea.

1. Mrs. Porczyski refrains from ridiculing the misbehaved student in front of his peers.

_____

2. Mrs. Porczyski was herself a good student.

_____

3. Mrs. Porczyski realizes that students become bored easily.

_____

4. Mrs. Porczyski takes her job seriously.

_____

5. Mrs. Porczyski interacts favorably with her students.

_____

6. Mrs. Porczyski recognizes the differences in her students' mental abilities.

_____

7. Students, generally, want to secure Mrs. Porczyski's approval and behave accordingly.

_____

8. Mrs. Porczyski exemplifies the golden rule: Do unto others as you would have them do unto you.

_____

Activity 15 - Volunteering To Help Others

CONTENT AREA: Family Relationships
LEVEL: Introductory
CONTENT OBJECTIVE: Identify his/her own talents and describe how they can be used to help others, especially members of the family and community.
WRITING OBJECTIVE: Produce a mechanically correct writing sample.

This past January, the McCarrons, a family of five, became your new next door neighbors. Before they moved in, the real estate agent had told your mom that the McCarrons' youngest son (daughter) was only three months older than you so you were, of course, eager to meet him (her).

Almost immediately, the two of you became fast friends. Alan (Alana) is so "fresh"; the two of you share so many interests and hobbies; but, unfortunately, you cannot spend much time together because Alan (Alana), a victim of cerebral palsy, has to spend a lot of time at the Cerebral Palsy Treatment Center.

Then, just last Thursday, your mom saw an ad in the town's weekly paper for volunteer aides at the Treatment Center, an ad that requested a letter of interest detailing your special talents, the hours and/or days you could volunteer at the center, and the reason(s) for your interest in the center.

As a volunteer aide, you would be able to spend more time with Alan (Alana), perhaps meet some of his (her) friends, and feel good about using your talents to help others.

For your assignment, you are to write a letter of interest to:

Mrs. Gwen Norris
Director
Cerebral Palsy Treatment Center
120 Norwood Avenue
West Caldwell, New Jersey 07006.

But before you write your letter, read Eddie Mitchell's letter and discuss with the class the good and bad points, indeed the correct and incorrect parts of his letter.

Following this discussion, you should be able to write a letter that will really impress Mrs. Norris. First, consider your special talents and the hours you can afford away from schoolwork, school activities, and your part-time babysitting job. Remember to state why you want to volunteer at the center.

Then, jot down the ideas you will include in your letter.

Next, place numbers in front of each idea to indicate the order in which you will include the ideas in your letter. At the same time, cross out any ideas you decided to eliminate.

Write a first draft.

Read it aloud to yourself to be sure it is just right.

Then, write a final draft and send it to Mrs. Norris.

87 Deerfield Rd.
West Caldwell, NJ 07006

Dear Mrs. Norris:

I saw your ad in the town paper last week. I would like to be a volunteer aide at the Cerebral Palsy Treatment Center because I enjoy helping others. I get a real warm feeling inside when a person smiles at me and says thanks.

I don't know if you have a pool, but I am a real good swimmer and could help your patients with any water therapy. I also play the piano and sax and could provide music for a sing-along or just for relaxation. I am a good game player and not a spoiled sport when I lose. I am a good reader and like to read stories and poems to my younger sisters and brothers.

At school, my grades are A's and B's so I think I can volunteer at your center after school for about two hours two or three days a week without ruining my grades. I can't volunteer on Saturdays though because that's when I earn money babysitting.

Please call me at 226-8403 if I can be a aide.

Sincerely,

Eddie Mitchell

Activity 16 - Rights and Responsibilities

CONTENT AREA:	Family Relationships
LEVEL:	Introductory
CONTENT OBJECTIVE:	Discuss the relationship between accepting responsibility in school and in the family and the ability of an individual to perform as expected in paid employment.
WRITING OBJECTIVE:	Identify an error within a sentence containing a usage or mechanical error.

American students today, no matter how young, are quick to quote from the Handbook of Students' Rights when they are about to be punished for some rule violation.

It is good that students are alert to their rights, but perhaps it is even better that students are alert to the fact that most school rules exist for their protection and for their education to the world of paid employment.

The sentences below focus attention on school rules and routines that prepare one for the world of paid employment.

Read each sentence. Find the underlined section that contains an error. Mark the letter for the location of the error.

1. The English (A), social studies, and science (B) teachers assign (C) at least one long-range assignment per marking period to help develop in students an ability to work effectively without supervision as well as an ability for using (D) unstructured time efficiently.

   A B C D

2. For each minute late at our school; (A) the student is assigned a ten minutes' (B) detention. Our principal says, (C) "Students must learn to punch the clock." (D)

   A B C D

3. At East Lyme High (A), the student council hopes to persuade the administration to establish an honor code for exams. No teachers would proctor exams. "After all, (B)" says the council president, " no one will watch every move when your (C) on the job; (D) honesty in and of itself is the best policy."

A B C D

4. The New Jersey High School Graduation Requirements (A) Law recognize (B) the importance of good attendance at school. Following its passage (C) by the legislature, most school districts established routines for denying (D) academic course credit for students with fifteen or more absences per year.

A B C D

5. Our class adviser (A) insist (B) that accurate (C) records be kept of every penny collected during our fund-raisers. Employers (D) look favorably on good record keepers.

A B C D

Activity 17 - I Remember . . .

CONTENT AREA: Family Relationships
LEVEL: Intermediate
CONTENT OBJECTIVE: Identify and describe at least three events and/or people that have contributed to your own or one's own well-being, security, and identity.
WRITING OBJECTIVE: Select a detail that supports a main idea.

"Nikki-ROASA"
by Nikki Giovanni

childhood rememberances are always a drag
if you're Black
you always remember things like living in Woodlawn
with no inside toilet
and if you become famous or something
they never talk about how happy you were to have your mother
all to yourself and
how good the water felt when you got your bath from one of those
big tubs that folk in chicago barbecue in
and somehow when you talk about home
it never gets across how much you
understood their feelings
as the whole family attended meetings about Hollydale
and even though you remember
your biographers never understand
your father's pain as he sells his stock
and another dream goes
and though you're poor it isn't poverty that
concerns you
and though they fought a lot
it isn't your father's drinking that makes any difference
but only that everybody is together and you
and your sister have happy birthdays and very good christmasses and I really hope no white person ever has cause to write about me because they never understand Black love is Black wealth and they'll probably talk about my hard childhood and never understand that all the while I was quite happy

Read the poem carefully

Then, select the line or lines from the poem which support each of the <u>underlined</u> main ideas.

SOURCE: "Nikki-Rosa" from Black Feeling, Black Talk, Black Judgement by Nikki Giovanni. Copyright © 1968, 1970 by Nikki Giovanni. Printed by permission of William Morrow & Company.

1. At least three people contributed to Nikki's well-being, security, and identity.

_____

2. The fact that "everybody was together" left a lasting impression.

_____

3. Although quite happy during childhood, the poetess does recall at least four "hard" times.

_____

4. A simple environmental resource can prove a blessing.

_____

5. Although poor, the poetess had a strong sense of security.

_____

Finally, in a well-constructed paragraph, write a description of three events or people that have contributed to your well-being, security, and identity.

Activity 18 - Family Help Agencies

CONTENT AREA: Family Relationships
LEVEL: Intermediate
CONTENT OBJECTIVE: Describe situations which may cause a family to assume few or no responsibilities for the welfare of its members and identify persons or agencies in the community who may assist the family under these circumstances.
WRITING OBJECTIVES: Identify an error in a writing sample and correct it.

The following sentences concern agencies that serve families in distress. The information in the sentences is correct, but the manner in which the information is written is incorrect.

Find the underlined section that contains an error. Mark the letter of the location where the error appears and, on the line provided, correct the sentence.

_____ 1. The Hospice, Inc., (A) affiliated with Mountainside Hospital (B) in Montclair, helps terminally ill individuals continues (C) their (D) lives at home with minimal disruptions.

_____

_____ 2. Alcoholics Anonymous (A) assists (B) men and women with addictions (C) to drugs as well as too (D) alcohol.

_____

_____ 3. Parents Anonymous (A) is one of the best known (B) self-help organizations (C) for abusive parents (D).

_____

_____ 4. The National Center on Child Abuse and Neglect (A) offers (B) assistance in locating and rehabilitating (C) children under the age of 18 who have been physically mentally (D), or sexually abused, maltreated, or exploited.

_____

_____ 5. The Ronald McDonald House is (A) a godsend to (B) parents of terminally ill children (C) who requires (D) medical treatment far from home.

_____ 6. M.A.D.D. (A) is (B) working feverishly nationwide to secure more stricter (C) drunk driving laws and prevent further road disasters (D).

_____ 7. New Jersey's (A) Assistance to the Aged and Disabled (B) allows elderly and disabled citizens to (C) secure necessary (D) medicine at minimal cost.

_____ 8. Medicare is (A) a federal health insurance program for senior citizens, and some (B) disabled people that helps (C) defray the high costs of hospital care and doctors' (D) services.

Activity 19 - Pardon, Your Manners Are Showing

CONTENT AREA:	Family Relationships
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Demonstrate socially accepted ways in which to introduce people, to order in a restaurant, and to communicate in other common social interactions.
WRITING OBJECTIVE:	Reorganize sets of sentences into a logical order.

Each of the scrambled paragraphs below highlights an effective communication skill.

Read each paragraph carefully. Choose the best order to arrange the sentences into a logical paragraph. Then, underline the word or group of words which helped you decide on the order of the sentences.

I. (A) Bill recognized Paul's interest in his new neighbor and signaled for him to join his table. (B) As Paul approached, Bill said, "Lisa Dutton, have you met Paul Stiller, one of my best friends? I believe you're in the same biology lab." (C) At the freshman dance, Paul Stiller wanted an introduction to the pretty girl who had recently enrolled in his biology class. (D) Luckily, she had just moved into the house next to his good friend Bill Weimer, and Paul noticed her at the table with Bill and seven or eight others. _____

II. A conversation between a telephone caller and a shopkeeper

(A) (The shopkeeper) "How much would you like to spend? Excuse me, I have another call. I'll put you on hold for a few minutes."

(B) (The shopkeeper) "Good afternoon, Corbo's Florist. May I help you?"

(C) (The shopkeeper) "Thank you for waiting. Now about that bouquet...."

(D) Picking up the telephone, Dave dialed Corbo's Florist.

(E) (Dave) "Yes, I would like to order a birthday bouquet for my mom. Her birthday is tomorrow."

III. (A) As the garçon, I mean waiter, approached our table, we practiced pronouncing our delights - appetizer, soup, salad, entree -so our adviser would be proud of us. (B) Les plombières (ice cream with candied fruits) topped off the meal. (C) The handsome maître d' listened as we, ladies first, of course, ordered. (D) This year, our French Club traveled to Pierre Au Tunnel on West 47th Street in New York for its annual outing.

FOODS AND NUTRITION

Lesson Plan 3

CONTENT AREA: Foods and Nutrition
LEVEL: Introductory
CONTENT OBJECTIVE: Identify the Basic Four food groups and categorize foods according to these groups.

WRITING OBJECTIVE: Select a detail that supports the main idea.

MATERIALS NEEDED: Chalkboard, chalk, eraser
Activity sheet
Pencils

MOTIVATION: Ask students to name foodstuffs from each of the Basic Four food groups which they ingest from Sunday through Tuesday. Record on chalkboard.

ACTIVITY:

Introduce "Sarah Cynthia Sylvia Stout" as a peer who might ingest many of the same foodstuffs.

Capture interest by reading the poem aloud before distributing Activity Sheet 20. Distribute Activity Sheet 20.

Have students form 4 groups, each group representative of a Basic Four food group. Have each group claim its foodstuffs from the list of items Sarah Cynthia Sylvia Stout refused to discard. When the groups complete their assignment, have a representative from each group record the group listing on the chalkboard. Discuss the accuracy of each listing.

Then, have students complete the activity on selecting details to support the main ideas.

Go over responses, having students explain answers by reading appropriate portions of Silverstein's poem.

Conclude with commentary on a poem's subject matter.

TEACHER CHECKPOINTS:

As students work in groups, move about the room checking progress with the content as well as success or failure of each group's dynamics.

When students are locating the poem's details, observe ease or difficulties with the assignment.

Collect the activity sheet at the close of the lesson, check, and return to students.

EXTENDED ACTIVITY:

This activity may be reinforced by:

Having students skim their literature texts or poetry books in the school library and bring to class a poem that concentrates on a foodstuff.

Having the students read their selections, note which food group the poem's subject matter concentrates on, and explain the reason for their poetry selections.

Activity 20 - Sarah Cynthia Sylvia Stout

CONTENT AREA: Foods and Nutrition
LEVEL: Introductory
CONTENT OBJECTIVE: Identify the Basic Four food groups and categorize foods according to these groups.
WRITING OBJECTIVE: Select a detail that supports the main idea.

Do you remember Sarah Cynthia Sylvia Stout? Well,

"SARAH CYNTHIA SYLVIA STOUT"
by Shel Silverstein

SARAH CYNTHIA SYLVIA STOUT
WOULD NOT TAKE THE GARBAGE OUT

Sarah Cynthia Sylvia Stout
Would not take the garbage out!
She'd scour the pots and scrape the pans
Candy the yams and spice the hams,
And though her daddy would scream and shout,
She simply would not take the garbage out.
And so it piled up to the ceilings:
Coffee grounds, potato peelings,
Brown bananas, rotten peas,
Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the window and blocked the door
With bacon rinds and chicken bones.
Drippy ends of ice cream cones,
Prune pits, peach pits, orange peel,
Gloppy glumps of cold oatmeal,
Pizza crusts and withered greens,
Soggy beans and tangerines,
Crusts of black burned buttered toast,
Gristly bits of beefy roasts...
The garbage rolled on down the hall,
It raised the roof, it broke the wall...
Greasy napkins, cookie crumbs,
Globs of gooey bubble gum,
Cellophane from green baloney,
Rubbery blubbery macaroni,
Peanut butter, caked and dry,
Curdled milk and crusts of pie,
Moldy melons, dried-up mustard,
Eggshells mixed with lemon custard,
Cold french fries and rancid meat,
Yellow lumps of Cream of Wheat.
At last the garbage reached so high
That finally it touched the sky.
And all the neighbors moved away.
And none of her friends would come to play.
And finally Sarah Cynthia Stout said
"OK, I'll take the garbage out!
But then, of course, it was too late...
The garbage reached across the state,
From New York to the Golden Gate.
And there, in the garbage she did hate
Poor Sarah met an awful fate,
That I cannot right now relate
Because the hour is much too late.
But children, remember Sarah Stout
And always take the garbage out!

SOURCE: Text of "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" from Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein. Copyright ©1974 by Snake Eye Music, Inc. Reprinted by permission of Harper & Row, Publishers, Inc.

Although Sarah's garbage "did her in," her diet would not have done so. Her foodstuffs came from the Basic Four food groups.

Categorize each of the foods Sarah Cynthia Sylvia Stout simply refused to discard by listing each under the proper heading.

_____ _____ _____ _____

Then, examine the poet's details more carefully. Choose the best supporting detail(s) for the underlined main idea.

1. Sarah's father was annoyed by her disobedience.

2. The garbage destroyed the house.

3. The Stout family was ignored.

4. The garbage was a national concern.

5. Sarah Cynthia Sylvia Stout will no longer take the garbage out.

Activity 21 - Cereal Sequence

CONTENT AREA:	Foods and Nutrition
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Evaluate food packages based on information contained on them and visual appeal.
WRITING OBJECTIVE:	Arrange sentences into a logical paragraph and select transition words that provide linkages.

My friend Sam's father just became a copy editor for L. M. MacArthur, the advertising agency for Kellogg's. To secure the job, he had to rewrite the following copy in clear, correct, concise English for the back of the Rice Krispies' box.

Would you have been able to secure the job?

Test your job potential by rewriting the following copy.

First, rearrange the sentences so that one idea clearly follows another.

Take note of the underlined word or group of words which you as copy editor used to establish the order of the sentences.

Finally, make certain each sentence is written in clear, correct, concise English. Correct errors.

1. So when it comes to a good-tasting, nutritious breakfast, all you have to do is listen for Snap! Crackle! Pop!

2. Every bowl of Rice Krispies give you what many nutritionists recommends as the right amount of several vitamins you need to start the day and a good supply of iron.

3. You probably thought all Kelloggs Rice Krispies cereal had to say was Snap! Crackle! Pop!

4. After all, what other cereal can say that?

5. But when it come to nutrition, Rice Krispies speak loud and clear.

6. In fact, Rice Krispies is higher in 8 essential vitamins and iron than old-fashioned oatmeal.

Activity 22 - Selling Foods Through Advertisements

CONTENT AREA:	Foods and Nutrition
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Identify the focus of a particular food advertisement (i.e., nutritional information, introduction of a new product, emotionalism, hero endorsement, status, etc.) and identify the age groups or interest groups to which these advertisements appeal.
WRITING OBJECTIVES:	Identify the main idea in advertisements. Select details that support the main idea.

Examine each of the projected advertisements carefully.*

Then, on the lines provided, answer each of the following questions in a complete sentence.

1A. Which sentence conveys the main idea about Vlasic pickles?

_____

1B. Which sentence is the <u>best</u> supporting detail for the main idea?

_____

1C. Which visual image in the ad is a supporting detail for the main idea?

_____

Vlasic Ad

<u>McCall's</u>, December 1985
Page 125

2A. Which two words in the darkened print capture the main idea of this ad?

_____

*Note to teacher: Collect the ads noted in the activity to use for this session or select other ads that are appropriate for your students to reach the same objectives.

2B. List five terms that advance the idea of a dramatic happening.

Stouffer's Ad

Food and Wine, July 1985
Page 7

3. Which two sentences support the illustrator's idea that "one size fits all"?

_____

Hershey's Ad

Food and Wine, October 1985
Page 31

4. Which sentence conveys the main idea of this ad?

_____

California Ripe Olives Ad

Food and Wine, July 1984
Page 37

5. If the main idea of this ad is in the upper right-hand corner, which sentence in the ad copy is the best supporting detail?

_____

Tradition de Belmont Ad

Food and Wine, November 1985
Page 109

Activity 23 - Recipe Riot

CONTENT AREA: Foods and Nutrition
LEVEL: Intermediate
CONTENT OBJECTIVE: Select appropriate preparation methods for foods in the meat, fish, poultry, and legumes group.
WRITING OBJECTIVE: Distinguish between relevant and irrelevant details.

When my dad became an unemployment statistic this past October, our family soon learned the value of Big Bird - chicken. A whole broiler-fryer costs only about 89¢ a pound, but it was Mom with her dozens of delicious and inexpensive recipes and not the price per pound that convinced us kids and even Dad that chicken is really a valuable meat product.

Check the ingredients in each of the following chicken recipes Mom used.

Then, on the lines provided, answer each of the questions which follows.

I. Rosemary Chicken Lollipops[1]

24 chicken wings (about 4 lbs.)
$\frac{1}{2}$ cup olive oil
1 tablespoon dried rosemary, crumbled
$\frac{1}{2}$ teaspoon salt
$\frac{1}{4}$ teaspoon freshly ground pepper
Spicy tomato sauce

Which ingredient besides chicken could not be substituted if Mom wanted to prepare this recipe?

_____

_____

II. Oceania Chicken[2]

1 2 $\frac{1}{2}$-3 lbs. broiler-fryer, cut up
$\frac{2}{3}$ cup all-purpose flour
1 teaspoon salt
$\frac{1}{2}$ teaspoon celery salt
$\frac{1}{2}$ teaspoon garlic salt
$\frac{1}{2}$ teaspoon nutmeg
$\frac{1}{4}$ cup butter or margarine
1 1 lb./4 oz. can sliced pineapple
$\frac{1}{2}$ cup soy sauce
2 tablespoons sugar

Which ingredients give this chicken dish its name? Why?

_____

_____

What does Oceania mean?

III. Maxwell Plum's Hot Chicken Salad[3]

4 skinless, boneless chicken breast halves
8 cups shredded mixed greens (Bibb, romaine, red leaf lettuce, watercress)
2 tomatoes
Salt and freshly ground pepper
3 tablespoons vegetable oil
2 teaspoons chopped fresh tarragon
2 teaspoons chopped fresh parsley
2 teaspoons coarsely chopped chives
1/4 cup thinly sliced scallion greens
1 tablespoon plus 1 teaspoon red wine vinegar
2 tablespoons pine nuts
Walnut oil dressing

Which ingredients make this dish a salad?

_____

_____

IV. Which recipe do you think Mom saved to celebrate Dad's new job? Why?

_____

_____

[1]SOURCE: "Rosemary Chicken Lollipops" from Food and Wine: The Guide to Good Taste. Copyright © July 1984. Reprinted with permission from American Express Publishing Corporation.

[2]SOURCE: "Oceania Chicken" from The Good Housekeeping Cookbook. Copyright ©1963, The Hearst Corporation. Reprinted with permission from Good Housekeeping.

[3]SOURCE: "Maxwell Plum's Hot Chicken Salad," from Food and Wine: The Guide to Good Taste. Copyright © July 1984. Reprinted with permission from American Express Publishing Corporation.

Activity 24 - Caring for Food Equipment

CONTENT AREA:	Foods and Nutrition
LEVEL:	Intermediate
CONTENT OBJECTIVE:	State techniques for obtaining the most efficient use of the electric and gas appliances in the kitchen.
WRITING OBJECTIVE:	Combine ideas into a well-constructed sentence.

Toastmaster wants to include the following tips for the care and cleaning of griddles in its Use and Care Guide.

Combine the following ideas into 8 well-constructed tips. Do not change the meaning of the original short, choppy sentences.

1. Before washing, turn the temperature control to OFF position. Let the griddle cool. Unplug.

2. Wipe heat control with a damp cloth or sponge. Remove heat control from griddle. Dry thoroughly. DO NOT IMMERSE.

3. Probe must remain accurate. When handling temperature control, use care.

4. Before removing the grease cup, prepare hot, sudsy water. Rinse. Dry thoroughly. Empty contents.

5. THE GRIDDLE ITSELF IS COMPLETELY IMMERSIBLE. Wash the cooled griddle in the sink. Use hot, sudsy water. Rinse the griddle. Dry thoroughly.

6. After each use, clean the handles of the griddle. Clean the bottom at the same time.

7. Do not stack other objects on the griddle. Do not scratch the finish. When griddle is not in use, take care not to damage the surface.

8. Unplug griddle. When not using the griddle, turn griddle to OFF.

SOURCE: Use and Care Guide, Toastmaster, Inc. Printed with permission from Toastmaster, Inc.

Activity 25 - Good Nutrition for Better Health

CONTENT AREA: Foods and Nutrition
LEVEL: Intermediate
CONTENT OBJECTIVE: Identify the functions and the sources of body regulating nutrients and associate the lack of specific nutrients with the resultant dietary diseases.
WRITING OBJECTIVE: Identify errors in a writing sample and correct them.

Each of the following sentences concerns body regulating substances. The information is correct, but the manner in which the information is written is incorrect.

Find the underlined section that contains an error. Mark the letter of the location where the error appears and, on the line provided, correct the sentence.

_____ 1. The bodys (A) need for water is (B) more urgent (C) than the need for anything else except (D) oxygen.

_____

_____ 2. Water is so essental (A) that a loss of ten percent of the body's (B) water produces (C) serious disorder and a loss of twenty percent results (D) in death.

_____

_____ 3. Amino acids are (A) used in the formation of Hemoglobin (B), various enzymes (C), immune bodies, and (D) hormones.

_____

_____ 4. Calories supply (A) energy to (B) sustain life's (C) processes, for maintaining (D) body temperature, and to carry on physical activities.

_____

_____ 5. A deficiency in phosphorus (A) leads (B) too (C) stunted growth, deformities, and (D) rickets.

_____

6. A Vitamin A deficiency (A) can cause knight blindness (B), an inability to see in dim light, especially after the eye (C) has just been exposed to (D) bright light.

7. Good food sources of Vitamin C are (A): citrus fruits, tomatoes (B), strawberries (C), turnip, cantaloupe and (D) peppers.

Activity 26 - Fast Food Mania

CONTENT AREA:	Foods and Nutrition
LEVEL:	Introductory
CONTENT OBJECTIVE:	Analyze personal food preferences and practices.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.

Your next door neighbors, the Shulmans, have asked you to write a letter to Thi Ngoc Nguyen, the young Vietnamese girl who will be staying with them next year while her father is in this country for medical treatment.

Thi Ngoc has been reading American magazines and is curious about the fast food mania.

Write to Thi Ngoc about the fast food restaurants you and your family frequent, what you like or dislike about each, and why fast food restaurants are so popular in the United States.

First, make a list of the things you will talk about in your letter.

Next, place numbers in front of each thing on your list to indicate the order in which you will talk about each. At the same time, cross out anything that you have decided to eliminate from your letter.

Then, write your first draft of the letter.

Read it to yourself to be certain it could be readily understood by someone who may not know much English.

Correct the errors.

Finally, write a clean copy to Thi Ngoc.

Activity 27 - Energy Producing Nutrients

CONTENT AREA:	Foods and Nutrition
LEVEL:	Introductory
CONTENT OBJECTIVE:	Identify the three energy-producing nutrients and list the sources of these nutrients.
WRITING OBJECTIVES:	Select details that support a main idea. Organize the details into a logical pattern and select transition words.

The following sentences on carbohydrates, proteins, and fats are jumbled. If arranged logically, however, they could follow this topic sentence in a paragraph on nutrients: <u>To function properly, the body needs nutrients such as the proteins, carbohydrates, and fats provided by a balanced diet.</u>

First, decide which sentences fall under each of the main nutrient headings. Label them C (carbohydrates), P (proteins), or F (fats).

Then, in keeping with the sequence of ideas in the topic sentence, arrange the sentences into a logical paragraph and underline the word or group of words which helped you place the sentences in order.

Finally, in a complete sentence, explain why these sentences <u>even if arranged in a logical pattern</u> would not provide a smooth paragraph.

___ The process of digestion changes proteins into simpler compounds: amino acids.

___ Milk, cheese, meat, fish, poultry, and eggs belong in this category.

___ These are divided into three groups: monosaccharides, disaccharides, and polysaccharides.

___ These, like carbohydrates, contain elements of carbon, oxygen, and hydrogen.

___ These are rich and postpone hunger because they stay in the stomach longer.

___ Glucose is the form of this nutrient that is transported and used in the body.

___ Lipids are fatlike substances.

___ These acids are used in forming hemoglobin, various enzymes, immune bodies, and hormones.

___ This is highly recommended for each meal.

Activity 28 - Safety Rules for Gas Ranges

CONTENT AREA:	Foods and Nutrition
LEVEL:	Introductory
CONTENT OBJECTIVE:	Use and care for a gas and/or electric range and oven.
WRITING OBJECTIVE:	Combine ideas into well-constructed sentences.

Caloric wants to include the following general safety precautions in its Owners' Guide for Gas Ranges.

Combine the following ideas into 7 well-constructed safety precautions. Eliminate unnecessary words, but do not change the meaning of the original sentences.

Location	1. Place your range out of the main traffic path. Do not let your range block a passageway. Avoid drafty locations.
Temperatures	2. Do not leave children alone or unattended near the range. The range will get hot. Do not touch burner grids and other surfaces before they cool.
Curtains	3. Don't hang curtains close to the range. Curtains could blow over the top of the range. They could create a fire hazard.
Hot Pot Holders	4. Use good, sturdy hot pot holders. Do not use dish towels. Keep hot pot holders dry.
Utensils	5. Choose pans that have easily grasped handles. Be certain the handles will stay cool. Be certain the pans are of proper size for the burner.
Maintenance	6. Keep your range clean. Do not let grease accumulate. Wipe up spillovers which may ignite.
IF YOU SMELL GAS	7. Do not use a match to detect a gas leak if you detect a faint gas smell. Check the pilots. Turn OFF the gas to the range if the pilots are lit. Call a qualified serviceman to check your range.

SOURCE: Owners' Guide for Gas Ranges. Caloric Corporation. Printed with permission from Caloric Corporation.

Activity 29 - Brownie Bonanza

CONTENT AREA:	Foods and Nutrition
LEVEL:	Introductory
CONTENT OBJECTIVE:	Organize information into a correct recipe format.
WRITING OBJECTIVE:	Correct an error in sentence construction.

For my last birthday, Mom treated me to the thickest, gooiest, chewiest, most delectable brownies ever. Okay, I admit I'm a "chocoholic." But, in a sense, so is Mom. Now, I would like to return the favor for her birthday celebration, and my older brother says he'll help, but my recipe is topsy-turvy.

Help!

Look over my notes, and arrange all the items properly, i.e., in correct recipe format. Also, correct any error you find in my directions. My brother is a fanatic about good English.

NOTES

Melt the chocolate (8 ozs. unsweetened) and the buter (2 sticks, unsalted) in the top of a large double boiler over hot water on moderate heat until smooth. Remove from heat and sit aside.

Beat the eggs (5) in a large mixer bowl with the vanilla (1 tablespoon) almond extract (1 teaspoon) salt ($\frac{1}{4}$ teaspoon) dry instant coffee (2 $\frac{1}{2}$ tablespoons instant expresso) and sugar (3 $\frac{3}{4}$ cups granulated) for ten minutes. On low speed, ad the chocolate and beat until mixed. Then ad flour (1 $\frac{2}{3}$ cups sifted) and beat again. Stir in nuts (8 ozs. walnut).

Turn into pan and smooth top. Bake four 35 minutes, reversing the pan front too back as necessary . The cake will have a thick, crisp crust on the top. If you insert a toothpick, it will come out wet and covered with chocolate. DO NOT BAKE ANYMORE.

Let cool.

SOURCE: Recipe adapted from Food and Wine: The Guide to Good Taste. New York: International Review of Food and Wine Associates, February 1984.

CONSUMER EDUCATION

Lesson Plan 4

CONTENT AREA:	Consumer Education
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Describe the four basic parts of a budget. Develop a sample budget based on those four elements.
WRITING OBJECTIVE:	Select a sentence revision that corrects an error in sentence construction.
MATERIALS NEEDED:	Chalkboard, chalk, eraser Activity sheet Budget form Pencils
MOTIVATION:	Copy <u>incorrectly</u> a short paragraph from the students' textbook on the basic parts of a budget. Ask the students to identify the paragraph's stumbling blocks, i.e., the writing features or flaws which prevent clear understanding of the basic information contained in the paragraph. Comment on the value of correct usage and mechanics. Correct the paragraph and review the four basic parts of a budget to which it makes reference.

ACTIVITY:

Distribute and explain the nature of Activity 30. Have students complete Part A of the activity sheet.

Go over the exercise, citing principal rules of usage and mechanics as evidenced and noting the kinds of expenses that fall into each of the four basic parts.

Distribute the budget form for use with Part B of the activity sheet.

Have students develop a budget according to directions in Part B.

TEACHER CHECKPOINTS:

Monitor student performance, assessing general level of language arts skills as well as facility with budgeting. Collect, check, and return activity sheets to students.

EXTENDED ACTIVITY:

This activity may be reinforced by:
Having the students bring to class examples of the correctly applied rules of usage and mechanics noted in this lesson and share them with classmates. (Bonus grades should be given for examples excised from the business and/or financial pages of a newspaper or magazine.)

Activity 30 - Family Budget: Fiasco or Success

CONTENT AREA: Consumer Education
LEVEL: Intermediate
CONTENT OBJECTIVE: Describe the four basic parts of a budget and, based on those four elements, develop a sample budget.
WRITING OBJECTIVE: Select a sentence revision that corrects an error in sentence construction.

The following sentences concern the four basic elements of a family budget. The manner in which the information is written may be correct or incorrect. Examine the underlined portion of each sentence. Choose the answer you think is correct.

1. Monthly insurance payments to Prudential, and the Liberty Mutual are part of the family's fixed expenses.

   A. Prudential, and the Liberty Mutual
   B. Prudential and, the Liberty Mutual
   C. Prudential and the Liberty Mutual
   D. prudential and the liberty mutual

2. Since payments to credit card companies differ each month, would it be safe to list a Master Card payment as a flexible expense?

   A. month, would
   B. month; would
   C. month. Would
   D. month would

3. My two brothers and me try to maintain good grades so that our allowances which are determined by the grades we achieve and the chores we do remain fixed expenses.

   A. and me try
   B. and me tries
   C. and I try
   D. and I tries

4. Even though college tuitions are payable only twice a year, Dad counts this expense a fixed expense by dividing the total payment by the twelve months of the year.

   A. college tuitions are payable
   B. colledge tuitions are payable
   C. college tuitions is payable
   D. colledge tuitions is payable

5. Mom said that the $750.00 paid to our dentist last month for her two porcelain crowns were emergency money well-spent.

   A. were emergency
   B. were emergensy
   C. was emergency
   D. was emergensy

6. Since my mother puts all of us on periodic starvation diets; she counts our food expenditure as flexible.

   A. Since my mother puts all of us on periodic starvation diets; she

   B. Since my mother puts all of us on periodic Starvation Diets; she

   C. Since my mother puts all of us on periodic starvation diets; She

   D. Since my mother puts all of us on periodic starvation diets, she

7. If the telephone and gas and electric bills fluctuate each month, Why are they classified with the mortgage and car payments as fixed expenses?

   A. month, Why
   B. month; Why
   C. month, why
   D. month, Why

8. Saving for a VCR has became a special family goal.

   A. has became
   B. had became
   C. has become
   D. will have became

Now, develop a sample budget with:

a monthly income of $3,286.00
and at least each of the fixed expenses
flexible expenses
and emergencies and special
goals
listed in the 8 sentences
above.

Activity 31 - Credit Vs. Debit

CONTENT AREA: Consumer Education
LEVEL: Intermediate
CONTENT OBJECTIVE: Explain the concept of living on future income through the use of credit and borrowing.
WRITING OBJECTIVE: Select a detail that supports a main idea.

Twentieth-century Americans (particularly those of the last two decades) have become plastic card addicts. Most consumers carry a handful of credit cards that literally allow them to live, often in high style, on future income. They purchase food, clothing, major household furnishings, and sports and theater tickets; have their clothes dry-cleaned; run their cars; travel and dine out; and even pay medical bills with a piece of plastic: Visa, Mastercard, American Express, Diners Club, Carte Blanche, Exxon, Sunoco, Bamberger's, J.C. Penney et al.

Obviously, spending frivolously and living on future income could bankrupt a family.

Examine carefully the VISA application from First National State (First Fidelity).

Then, identify a detail that supports each underlined main idea.

1. Alimony or disability income is inconsequential.

   _____

2. This creditor looks for stability in home life and employment.

   _____

3. This creditor wants a complete credit picture of its applicant(s).

   _____

4. It is not necessary for a husband and wife to complete this application simultaneously.

   _____

5. The applicant must be truthful when completing this application.

   _____

6. The applicant foregoes his right to privacy regarding credit history.

   _____

APPLICANT INFORMATION

For Office Use Only							
App By	Date	$	CB	CL		C	Account Number
AA By	Date	$	P	F			

PLEASE *PRINT* ALL INFORMATION CLEARLY — All qualifying applicants will receive one credit card unless a joint account is requested and the required information is provided, including both signatures.

Type of Account Requested
☐ Individual ☐ Joint

First, Middle initial, last name ☐ Jr. ☐ Sr. | Home Telephone No | Date of Birth

Home address—no and street | Apt no

City, town, post office | State | Zip Code | Yrs There | Soc Sec No

RENT | Monthly rent | Name and address of landlord

Real Estate Owned ☐ HOME ☐ OTHER | Mortgage held by | Address

Mtge payment | Taxes inc ☐ Yes ☐ No | Purchase price | Mortgage balance | Estimated value

Real Estate in name of

Previous home address (if above is less than 2 years) | Yrs there | Send mail to: ☐ Home ☐ Business

EMPLOYMENT AND INCOME

Firm name or employer | Telephone No | Type of business | Years there

Business address—no and street | Department | Position

City | State | Zip Code | Annual Salary $ | Employee number

Name and address of previous employer (if above is less than 2 years) | Years there

OTHER INCOME (see note below) | ☐ SUPPORT ☐ ALIMONY ☐ DISABILITY ☐ OTHER | WK ☐ BIO ☐ Amt. | Please state source

CO-APPLICANT INFORMATION

CO-APPLICANT—IF THIS IS AN APPLICATION FOR A JOINT ACCOUNT, PLEASE PROVIDE THE FOLLOWING INFORMATION REGARDING CO-APPLICANT

First, middle initial, last name ☐ Jr. ☐ Sr. | Home address

Relationship | Birth Date | Telephone No. | Soc Sec No.

Employer | Address | Yrs there | Business Phone | Salary

OTHER INCOME (see note below) | ☐ SUPPORT ☐ ALIMONY ☐ DISABILITY ☐ OTHER | WK ☐ BIO ☐ Amt. | Please state source

PROVIDE US WITH SOME FINANCIAL INFORMATION The following information should reflect the financial status of both the applicant and co-applicant.

Deposit Accounts	BANK NAME	LOCATION	ACCOUNT NUMBER
CHECKING ACCOUNT—PERSONAL			
SAVINGS ACCOUNT(S)			
CHECKING ACCOUNT—BUSINESS (IF SELF EMPLOYED)			

Obligations and Credit References Include loans, department store cards, bank cards, oil company cards, travel and entertainment cards, lines of credit, etc.—Use a separate sheet of paper if necessary.

CREDITOR	ACCOUNT NUMBER	BALANCE	CREDITOR	ACCOUNT NUMBER	BALANCE
		$			$
		$			$
		$			$

PROVIDE US WITH SOME PERSONAL REFERENCES

NAME OF A RELATIVE NOT LIVING WITH YOU	ADDRESS	RELATIONSHIP	TELEPHONE NUMBER ( )
NAME OF A PERSONAL REFERENCE NOT LIVING WITH YOU	ADDRESS		TELEPHONE NUMBER ( )

*NOTE: Alimony, child support, or separate maintenance income need not be revealed if the applicants do not wish to have it considered as a basis for repaying this obligation.

NOTICE REGARDING CREDIT REPORTS

You agree and understand that a consumer credit report may be requested from one or more consumer reporting agencies (credit bureaus) in connection with this application. Subsequent consumer credit reports may be requested or used in connection with any update, renewal or extension of the credit requested by this application. If you request, you will be informed whether any consumer report was requested and, if so, of the name and address of the consumer reporting agency which furnished the report. Also, you agree that we may exchange with others credit information about you in connection with this application and any credit we extend you. By signing below, you also certify that all of the above statements are true and correct.

PLEASE SIGN HERE Applicant, and Co-Applicant, if Any — APPLICANT'S SIGNATURE _____ CO-APPLICANT'S SIGNATURE _____ DATE _____

Activity 32 - Spending Money Wisely

CONTENT AREA:	Consumer Education
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Identify and describe ways in which money is used for current operations, short-term future savings, and long-term capital.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.

Your dad, the proverbial Doubting Thomas, is still reeling from the events of last Tuesday, the day on which he was notified by Publishers' Clearing House that one of his assigned prize numbers: R362 was picked as the lucky number for the day his entry arrived.

And kind, lovable family man that he is, your dad asked every family member, including you, a thirteen year old adolescent, to help him decide how to use the money, somewhat evenly distributed, for current operations, short-term future savings, and long-term capital.

Be sure to get your two cents in. (Every penny counts, you know.) Make a sound contribution to your family's financial future.

Write a well-constructed essay detailing how you would divide and spend the winnings: $50,000.00 (Remember current operations, short-term future savings, and long-term capital.)

First, under the separate headings, make a list of the uses you would make of the winnings.

Then, number the ideas you listed in the order in which you will include them in your essay. At the same time, cross out any ideas you have decided to eliminate.

Write a first draft of your essay.
Read it aloud to yourself.
Write a final draft to present to your dad.

Activity 33 - Values, Then and Now

CONTENT AREA:	Consumer Education
LEVEL:	Introductory
CONTENT OBJECTIVE:	Define personal values.
WRITING OBJECTIVES:	Select a detail that supports a main idea.
	Produce a mechanically correct writing sample.

An Excerpt from "The Great Lover"
by Rupert Brooke

These I have loved:

White plates and cups, clean-gleaming,
Ringed with blue lines; and feathery, faery dust;
Wet roofs, beneath the lamp-light; the strong crust
Of friendly bread; and many-tasting food;
Rainbows; and the blue bitter smoke of wood;
And radiant raindrops couching in cool flowers;
And flowers themselves, that sway through sunny hours.
Dreaming of moths that drink them under the moon;
Then, the cool kindliness of sheets, that soon
Smooth away trouble; and the rough male kiss
Of blankets; grainy wood; live hair that is
Shining and free; blue-massing clouds; the keen
Unpassioned beauty of a great machine;
The benison of hot water; furs to touch;
The good smell of old clothes; and other such--
The comfortable smell of friendly fingers,
Hair's fragrance; and the musty reek that lingers
About dead leaves and last year's ferns....
Dear names,
And thousand others throng to me! Royal flames;
Sweet water's dimpling laugh from tap or spring;
Holes in the ground; and voices that do sing;
Voices in laughter, too; and body's pain,
Soon turned to peace; and the deep-panting train;
Firm sands; the little dulling edge of foam
That browns and dwindles as the wave goes home;
And washen stones, gay for an hour; the cold
Graveness of iron; moist black earthen mould;
Sleep; and high places; footprints in the dew;
And oaks; and brown horse-chestnuts, glossy-new;
And new-peeled sticks; and shining pools on grass;--
All these have been my loves. And these shall pass.
Whatever passes not in the great hour,

SOURCE: "The Great Lover." Reprinted by permission of Dodd, Mead & Company, Inc. Collected Poems of Rupert Brooke. Copyright © 1915 by Dodd, Mead & Company. Copyright renewed 1943 by Edward Marsh.

Nor all my passion, all my prayers, have power
To hold them with me through the gate of Death.
They'll play deserter, turn with the traitor breath,
Break the high bond we made, and sell Love's trust
And sacramented covenant to the dust.
--Oh, never a doubt but, somewhere, I shall wake,
And give what's left of love again,and make
New friends, now strangers....
But the best I've known
Stays here, and changes, breaks, grows old, is blown
About the winds of the world, and fades from brains
Of living men, and dies.
Nothing remains.

O dear my loves, O faithless, once again
This one last gift I give: that after men
Shall know, and later lovers, far-removed
Praise you, "All these were lovely"; say, "He loved."

Read the excerpt from Brooke's poem carefully several times. Pay particular attention to the stanza wherein the poet says "These I have loved."

Then, on the lines provided, select the details that best support each underlined main idea.

1. The poet pictured dining as a social activity.

_____

2. The poet pictured sleep as the day's special blessing.

_____

3. The poet loved nature.

_____

4. The poet implied a love of animals.

_____

5. The poet loved to be around people.

_____

6. The poet appreciated the by-products of industrial progress.

_____

7. The poet loved color in his life.

_____

8. The poet loved a variety of smells.

_____

9. The poet loved water in all its forms.

_____

10. The poet wants his fellow man to love the things life offers.

_____

Finally, in a brief but well-constructed paragraph, explain how the personal values of this poet differ from the personal values of modern man.

Activity 34 - Dear Mr. President . . .

CONTENT AREA:	Consumer Education
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Describe how insurance can be used to protect financial resources, both human and nonhuman.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.

Last Saturday, when you came downstairs to breakfast, you popped in on your mother and father's conversation about Granny Barlow, the widow with the satellite dish in her yard, three houses down. You heard something about Granny's being interviewed on the Phil Donohue Show. It seems she is an active Gray Panther.

You never thought of Granny as an enemy of society. What in heaven's name was she doing as a Gray Panther? What was a Gray Panther?

Your dad explained the nature of the group and why Granny had joined. When her husband became a blind amputee, a victim of advanced diabetes, Granny suffered heavy financial losses; she almost lost her home, a home fully-paid, a home where their three children had been born and raised, a home filled with memories.

Luckily, Medicare benefits and health insurance with AARP (American Association of Retired Persons) saved her from utter financial disaster. The human disaster, watching her beloved Albert disintegrate, could not be forestalled.

Now, Granny was fighting to help other senior citizens because the government planned major cuts in Medicare benefits.

You always loved and admired Granny Barlow. She was the grandmother you never had.

After hearing Dad's story, you decided to write to President Reagan and tell him how important insurance benefits like Medicare are.

First, jot down the ideas you will include in your letter.

Next, place numbers in front of each idea to indicate the order in which you will include the ideas in your letter. At the same time, cross out any ideas you decided to eliminate.

Write a first draft.

Read it aloud to yourself to be sure it is just right.

Then, write a final draft of your letter to President Reagan.

Activity 35 - The Game of Spending Money

CONTENT AREA: Consumer Education
LEVEL: Introductory
CONTENT OBJECTIVE: List the values most important to you as the values relate to financial resources.
WRITING OBJECTIVE: Select transition words to complete a paragraph.

In John Steinbeck's masterful short novel The Pearl, the main character Kino, an impoverished Mexican diver, finds the Pearl of the World and dreams impossible dreams. At the time he discovered this Pearl of the World, Kino's lifestyle was very simple. He lived in a brush hut with a dirt floor. Sleeping mats and a hanging cradle constituted the furnishings. He ate cornmeal cakes for every meal and could not afford medical care for his son who had been poisoned by a scorpion.

Therefore, with the money from the sale of his pearl, he plans for:

a church wedding for his wife Juana and himself
new clothes, especially shoes
a harpoon
a rifle, and
an education for his son, Coyotito.

After considering Kino's plans, list the values that prompted him to make such plans.

_____

_____

Then, assess your own values as you complete the paragraph below.

Choose the word from the list below (A through I) that best completes each sentence. Read the entire paragraph before making your choice. You may use a word more than once; you may choose not to use one or more of the words.

_____ I have no need to plan a wedding now, in my desire to share a special event with someone I love, just as Kino wanted to share a special event with his wife, I would treat my parents to dinner at one of their favorite restaurants. _____, I would spend a good portion of my available financial resources on clothes because _____ most teens I love new threads (clothes). New clothes make me feel good about myself, _____ I think others respect my fashion sense.

Even with substantial financial resources available to me, I would have no need for a harpoon or a rifle, tools of Kino's trade, _____; but as a student, I could use an Apple PC. _____, I, like Kino, recognize the value of a good education; _____ I would save money for this phase of my future life.

A. so to speak
B. and
C. but
D. at the moment
E. like
F. additionally
G. therefore
H. finally
I. although

Activity 36 - A Well-Deserved Bonus

CONTENT AREA:	Consumer Education
LEVEL:	Introductory
CONTENT OBJECTIVE:	Give examples of the difference between needs and wants.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.

Last week, your mom received a $1000.00 bonus from her company for the most workable suggestion for improving office management; and, after subtracting $200.00 for a new outfit for herself and a night on the town with your dad, she is allowing both you and your sister $400.00 each for redecorating or sparking up your bedrooms. Mom says, "The money is reward for the excellent grades you have both received this school year."

She does not, however, want you to spend the money frivolously. Before you and she go off to make the purchases, she wants to know at least <u>one item that your bedroom needs</u> as well as <u>one item that you want in your room</u>.

Prepare a defense.

First, decide on one item that your bedroom <u>needs</u> and one item you <u>want</u>. Remember the budget: $400.00.

Then, jot down the ideas to support the <u>need</u> and the <u>want</u>.

Number your supporting ideas to indicate the order in which you will include them in your defense. At the same time, cross out any idea you chose to eliminate.

Write a first draft of the ideas you will present to your mom.

Read it to yourself to see if the ideas are clear and convincing. Correct any errors.

Finally, write a clean copy to present to your mom. Show her, by your well-developed defense, that you deserved all the good grades you have been receiving.

Activity 37 - Protection for Consumers

CONTENT AREA:	Consumer Education
LEVEL:	Intermediate
CONTENT OBJECTIVES:	Identify sources of current information concerning rights and responsibilities under the law related to consumer protection. Identify major areas of consumer protection.
WRITING OBJECTIVE:	Reorganize sets of sentences into a logical order.

Each of the following scrambled paragraphs highlights an aspect of consumer protectionism. Read each sentence. Then, choose the best order to arrange the sentences into a logical paragraph.

I. (A) A problem with a six-pack of beer can be brought to the attention of the Alcoholic Beverage Control or the Department of the Treasury. (B) An American consumer can turn to several state and federal agencies for assistance if he has problems with the food or drink he ingests. (C) A tainted chicken could become an area of investigation for the local Better Business Bureau or even for the U. S. Department of Agriculture, or a concern about food additives could be brought to the attention of the Food and Drug Administration. (D) If his drinking water seems malodorous, he can contact the local Environmental Protection Agency or Public Health Service.

_____

II. (A) Unfortunately, the consumer usually needs an attorney to plead his case before these groups. (B) The value of these agencies remains questionable for this reason in particular. (C) The cost of an attorney very often forces the consumer to throw up his hands in despair. (D) Two governmental agencies - The Consumer Product Safety Commission and The National Highway Transportation Safety Administration - were established in the 1970's to protect consumers against defective manufactured products.

_____

III. (A) To reap the benefit of such buying practices, the consumer wants to feel secure about his ability to return an item that is defective or does not meet his expectations. (B) The Better Business Bureau will handle any mail-order complaints, the U. S. Postal Service protects against mail fraud, and the Federal Trade Commission requires that merchandise be shipped within thirty days after the order has been received by the company. (C) Mail-order buying is big business in the U.S. (D) So that they can continue to make the millions they do from mail-order customers, the retailers also want the consumers to feel secure.

Activity 38 - Hopes, Aspirations, Plans

CONTENT AREA:	Consumer Education
LEVEL:	Introductory
CONTENT OBJECTIVE:	Identify short-term goals and long-term goals and relate these to personal spending plans.
WRITING OBJECTIVE:	Select a main idea and details that support a main idea and produce a mechanically correct writing sample.

FURTHER NOTES FOR THE ALUMNI BULLETIN
by Patricia Cumming

We thought ---- we thought
we could,
like everyone,
marry, have children, work, give

dinner parties for our friends;
at the end
of each day the wedding silver
would shine on the table,

the candles would be
lit, everything in
order. We thought we could banish
the faceless

dark, the sticky
cobwebs in the hall:
we thought the
hollowness would go away.

Then we'd be free to make
beds and salad dressing, get our watches
fixed, and the car, like
everyone. But

look.
The ashtrays are overflowing,
we cannot get up
to empty them; the candles are

burned out; the silver's
tarnished, useless; the bottles have been
empty for weeks. We
sit, frozen, trying

to live, murdering each other
for ourselves, for the darkness love
could not lighten --- and the children,
the children wait,

silent now, and, in the morning,
go to school

SOURCE: Cumming, P. "Further Notes for the Alumni Bulletin." Quartet. Vol. vi.,Nos. 15-16, Winter/Spring, 1974. Printed with permission from Quartet.

Read the poem carefully.

Then, in complete sentences, answer the following questions about short-term and long-term goals.

1. Why does the title of the poem suggest long-term goals?

2. What are the first four long-term goals mentioned in the poem?

3. From the description of "the end of each day," what financial goals have been set by the alumni? Were the goals realistic?

4. What kinds of goals are enumerated in the fifth stanza? Why do you classify them this way?

5. Where in the poem is there indication of personal spending habits?

   Where is there indication that the spending habits could have been improved?

6. What long-term goal did the "we" in the poem fail to establish?

7. In a well-constructed paragraph, relate how the goals of the poem compare with your own. How do you plan to be more successful at reaching your goals?

Activity 39 - A Lifetime of Financial Planning

CONTENT AREA:	Consumer Education
LEVEL:	Introductory
CONTENT OBJECTIVE:	Develop an overview of the family life cycles and demonstrate how each stage modifies the individual's financial picture.
WRITING OBJECTIVE:	Select a sentence revision that corrects an error in sentence construction.

Each of the sentences below concerns family life cycles and the financial changes these cycles may bring about.

Read each sentence carefully. Decide if the underlined portion is correct or incorrect.

From the choices listed, select the answer you think is correct. Circle the letter of the choice.

1. Many singles, today are investing in condominiums or houses in order to enjoy tax advantages.

   A. singles, today are investing
   B. singles today are investing
   C. singles, today, is investing
   D. singles today is investing

2. With three sons away at college and a daughter in medical school, the Kwiatkowski family is suffering through the empty nest syndrome; but, except for food expenditures, costs certainly haven't declined.

   A. syndrome; but,
   B. syndrome, but,
   C. syndrome; But,
   D. syndrome, but;

3. Creditors recommend that an establishing family make all major furniture and appliance purchases at one or two major stores so there payments will be fixed expenses.

   A. so there payments
   B. so they're payments
   C. so payments
   D. so that there payments

4. Widows and widowers living on Social Security fixed income must watch their expenses carefully.

   A. living on Social Security fixed income
   B. living on social security fixed income
   C. living on Social Security's fixed income
   D. living on social security's fixed income

5. The decision to sell a fully-paid home and buy a less expensive; easier-to-operate retirement condo is becoming increasingly more critical for retirement couples.

   A. less expensive; easier-to-operate
   B. less expensive; and easier-to-operate
   C. less expensive easier-to-operate
   D. less expensive, easier-to-operate

6. In light of ever-rising medical, dental, and educational expenses, many establishing families are delaying child-rearing.

   A. expenses, many
   B. expenses many
   C. expenses; many
   D. expenses many,

HOUSING, HOME FURNISHINGS AND EQUIPMENT

Lesson Plan 5

CONTENT AREA: Housing, Home Furnishings, and Equipment
LEVEL: Introductory
CONTENT OBJECTIVE: Identify various types of physical housing structures found in and near the community.

WRITING OBJECTIVE: Choose a detail that supports a main idea.

MATERIALS NEEDED:
Opaque projector or
Large photos
Activity sheet
Pencils

MOTIVATION: As a lead-in lesson in contrast, project or hold aloft photos of:

1. flat-roofed, mud-walled Mediterranean house
2. Polynesian pile dwelling
3. pueblo
4. desert beehive-shaped dwelling.

Ask students to name salient features of each type of housing structure, where they think each type is popular, and why so.

ACTIVITY:

Distribute Activity Sheet 40.

Go over directions.

Have students complete activity.

Go over responses, eliciting details about each illustrated housing structure.

TEACHER CHECKPOINTS:

Monitor students' ability to complete the activity.

Collect, correct, and return activity sheets to students.

EXTENDED ACTIVITY:

This activity may be reinforced by:

Having the students prepare a scrapbook of local real estate

buys by:

clipping real estate ads for 5 or 6 different types of housing structures in or near their community.

matching these ads with actual photos or newspaper/ magazine pictures.

having the students evaluate their peers' scrapbooks.

Activity 40 - A House Is Not a Home Until ...

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Introductory
CONTENT OBJECTIVE:	Identify various types of physical housing structures found in and near the community.
WRITING OBJECTIVE:	Choose a detail that supports a main idea.

As part of our study of housing and home furnishings, our home economics teacher recently assigned us to prepare a scrapbook of real estate buys in our town. The scrapbook was to include:

- a picture of each type of living quarter
- a brief description of each type of living quarter, and
- a sentence or two on the types of persons or families who would be most interested in the various kinds of living quarters.

My dad, who has a real "nose" for good real estate buys and a keen interest in architecture I might add, liked the assignment much more than I did. In fact, he was really excited about the scrapbook idea.

So last Saturday, armed with his 35 mm. camera, he drove me to all corners of our town to take pictures of properties for sale. We took pictures of ranch-style houses with all the rooms spread out on one floor, store-fronts with apartments above them, and very expensive-looking colonials that had swimming pools. One even had a tennis court.

To my surprise, in the southern tip of our town, I took pictures of brown-stones, beautiful three-story stone houses I've seen only off Fifth Avenue in New York.

Dad and I also snapped photos of split-level houses, small bungalow-type houses like the ones you see at the shore, and, in a four-block stretch, just north of the town's shopping area, small but nicely kept duplex houses.

After we took each picture, Dad and I discussed the property and I jotted down notes on the types of persons or families who would be most interested in buying it.

From my seven sentences below, select the detail that I could most effectively include in my brief description of each type of house I took a picture of or in my discussion of the types of persons or families who would be interested in the property. Label the detail:

ranch
store-front
colonial
brownstone
split-level
bungalow
duplex

_____ 1. This elegant turn-of-the-century home is being refurbished in "main line" areas of old urban centers like Philadelphia, Boston, Chicago, and New York.

_____ 2. A liberated adolescent, looking to establish his "individual territory," might take up residence in the lower world.

_____ 3. A handicapped person confined to a wheelchair would find this home suited to his needs.

_____ 4. GI mortgages were available for the purchase of these small homes, homes which helped veterans retain a sense of pride in ownership.

_____ 5. Mr. Axtel, our pharmacist, enjoys the luxury of a thirty seconds' commute to his dinner table.

_____ 6. This house with a large living room on the right and a large dining room on the left is excellent for business-related dinner parties.

_____ 7. In the European tradition, a father expects his daughter, even after marriage, to share the same roof.

Activity 41 - Make Believe You Are an Interior Decorator

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Identify and analyze the impact of design elements (including color, light, texture, pattern, line, form and space) in selecting and/or planning the living environment.
WRITING OBJECTIVE:	Identify a detail inappropriate to the main idea.

Next Monday, Mrs. Leiterig, your home economics teacher, will test your knowledge of major design elements which influence the selection of home furnishings.

As a pretest, read each paragraph below and choose the sentence which does not belong in the paragraph. Write the sentence on the line provided and explain why it is an inappropriate detail.

I. When planning or selecting lighting fixtures for your home, remember that there are three types of lighting in a well-planned room: background, local, and accent. Background light, that which lights the walls of the room, are necessary for rest and relaxation activities; activities like reading, sewing, doing crossword puzzles, playing chess, and pencil sketching require good on-site or local light. Fluorescent lights are usually good for pointing up room colors. Finally, a valued or standout piece of furniture should have an accent light.

_____

_____

II. When selecting a color scheme for your home, be certain the colors please you as well as suit the basic design of your house, its rooms, and the special uses for each room.

Since walls and floors are major parts of any room, select their colors first. If the room is large, you will probably be wise to avoid bold colors. Next, concentrate on window decorations and large upholstered furniture pieces. Finally, add splashes of color in decorative accessories. Blues, greens, and violet are cool colors, good for rooms with lots of sunshine.

III. Seating arrangements should encourage conversation. When planning an individual room, note the space available, paying particular attention to space "eaten up" by windows, doors, fireplaces, etc. Create a point of interest for the room, and start arranging the room at this point. Map out the paths people travel through and in the room, and be certain to leave enough space for good traffic flow.

SOURCE: Information in this activity adapted from Better Homes and Gardens Decorating Book. New York: Meredith Press, 1968.

Activity 42 - My Room Is My Castle

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Introductory
CONTENT OBJECTIVE:	Develop a plan for minimizing conflicts due to spatial and/or privacy limitations at home.
WRITING OBJECTIVE:	Identify mechanical or usage errors in a writing sample and correct them.

Last weekend, my family almost started the war to end all wars.

My oldest sister, Anne, was in the den talking on the phone to her boyfriend. She wouldn't let any of us in. I couldn't get my tapes. How am I supposed to develop music appreciation? My brother Dave wanted his soccer ball; the team was depending on him to bring the ball for the scrimmage. Little Jennifer wanted to watch the Saturday morning kid-shows. How dare Anne interrupt Jennifer's educational growth!

Obviously, Anne didn't care about our interests or needs. She simply hung a "Do not disturb" sign on the door and locked us out, yes, actually locked the door.

Each of us went kicking, screaming, and shouting to Mom and Dad, but they said Anne, especially at her age, needed privacy. Anne! What about the rest of us?

I went directly to my bedroom, my bedroom I repeat, and wrote the following letter of complaint to Mr. and Mrs. Jack Jefferson, my parents.

Dear Mom and Dad:

Me and Anne cannot continue too reside under the same roof! Especially when you stick up for this tyrant - this Boss-Hog.

Know matter where I go, I am a space invader. Anne can't bee the only member of this family with individual territoral needs. In our home economics class, we learned that the need for individual territory and the right to privacy is everybodys.

Isn't Anne and even you, my parents, denying me my constitutional rights?

Didn't Patrick Henry say: "Give me liberty or give me death?

I rest my case!

My brother laughed at how disjointed my ideas were and said I had to at least eliminate the 11 errors in the letter.

Please be my editor.

Find and correct each of the 11 errors.

Activity 43 - Practicing To Be an Equipment Demonstrator

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Introductory
CONTENT OBJECTIVE:	Demonstrate the proper use and care of small appliances and evaluate their effectiveness.
WRITING OBJECTIVE:	Construct sentences and arrange them logically.

Prepare a demonstration lesson on how to operate and clean a blender and an electric can opener by writing out a detail or details related to each of the following components.

BLENDER	ELECTRIC CAN OPENER
Place for operating	Place for operating
Plug	Plug
Electrical outlet	Electrical outlet
Buttons (ON, OFF, GRIND et al.)	Cutting wheel
Container	Piercing lever
Blade	Lid
Cutter unit and ring	Dishwasher
Dishwasher	

Arrange your details in the order of demonstration.

Activity 44 - First Aid Rules

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Explain and demonstrate first aid techniques for treating minor injuries.
WRITING OBJECTIVE:	Combine ideas into a well-constructed sentence.

Combine the following sentences into 4 well-constructed first aid procedures. Do not use more than 2 sentences for each procedure. Eliminate unnecessary words but do not change the meaning of the original short, choppy sentences.

For Puncture Wounds:

1. Rusty nails, especially in old floorboards, can puncture the skin.
2. Before dressing the punctured area, allow some slight bleeding; then, clean the area with alcohol or peroxide.
3. Contact a doctor about a tetanus shot.

For Poisoning:

1. If a person swallows poison, identify what the poison is.
2. If the poison is something other than a strong acid, make the person drink five or six glasses of water or other bland fluid to dilute the poison.
3. Induce vomiting.
4. If the person swallowed a strong acid, DO NOT induce vomiting; give the victim something soothing to drink like milk.
5. Call POISON CONTROL.

For Foreign Bodies in Eye:

1. Never rub the eye that has a foreign body in it.
2. Blow your nose, and the foreign body should wash out.
3. If it does not wash out, cover the eye with a clean gauze patch.
4. Call the doctor.

For Burns:

1. Burns caused by hot liquids are common in the home.
2. Run the burn under the cold water faucet or apply ice.
3. Cover the burn with a clean gauze dressing moistened with a burn cream.
4. Call the doctor if the patient has severe pain.

Activity 45 - An Intergenerational Household

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Introductory
CONTENT OBJECTIVES:	Identify storage techniques for personal possessions. Evaluate an existing storage system. Develop an individualized scheme for organizing personal property.
WRITING OBJECTIVES:	Select details that support a main idea. Identify a detail inappropriate to the main idea. Produce a mechanically correct writing sample.

Your best friend Carla Michaelson is about to learn first-hand about the intergenerational household you two have been discussing in home economics. Next Thursday, Carla's eighty-one year old grandfather, a victim of Parkinson's Disease, will be released from the hospital and will move in, or more accurately will be moved in, to the Michaelsons' home.

Carla's grandfather requires a hospital bed, an over-the-bed table, a wheelchair, and a portable commode.

The guest room is a small room, short on storage space; there is one small closet (84' x 36" x 18") with an overhead shelf and a clothes bar. The Michaelsons have also put a 3 drawer side-table (30" x 24" x 15") with a butcher block top in the guest room.

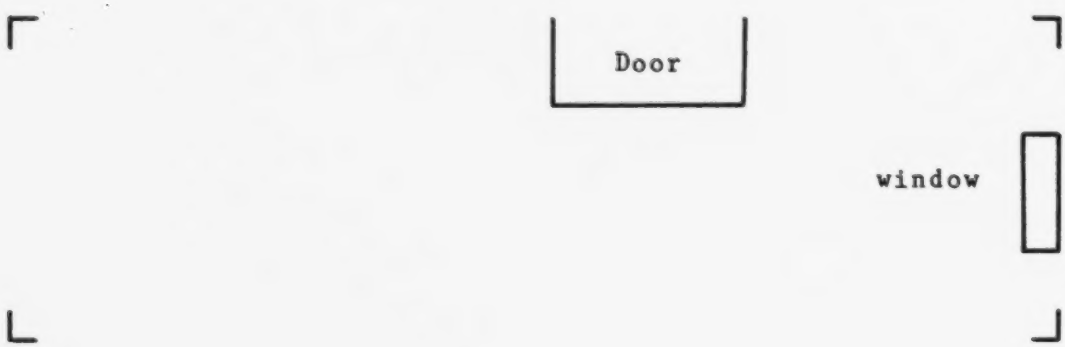
Anticipating the grandfather's arrival, Mrs. Michaelson, Carla's mother, assigned Carla to evaluate the guest room and decide on available space. Carla is to decide on appropriate placement and storage for her grandfather's belongings.

The grandfather will be bringing with him or will need available to him the items listed below.

Pretend you are Carla. Look over the list of items your grandfather will be bringing with him or will need available to him. First, complete the charts below by listing all the items: (1) to be placed in the room or (2) to be stored in nearby rooms. Then, plot the actual room design, that is, tell exactly where in the room each item will be placed. Finally, in one brief but well-constructed paragraph, tell why you chose to keep the items you did in the room. Write your paragraph on a separate sheet of paper.

ITEMS IN ROOM	(LOCATION)	ITEMS IN NEARBY ROOMS

DRAW PICTURE AND LABEL TO SHOW ROOM DESIGN



Shoes
Nightshirts
Hospital bed
Sheets
Underwear
Eyeglasses
Scrabble
TV
Slippers
Wedding picture
Pillow cases
Commode
Underpads
Sweaters
Humidifier
Cassette recorder
Robe
Gloves
Wheelchair
Blankets
Coats
Electric blanket
Over-the-bed table
Mystery books
Radio
Medicines
Comforter
Toiletries
Enema bag
Denture cup, cleaners
71 cassettes
Family picture albums
Hot water bottle

Activity 46 - Teenage Havens

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Introductory
CONTENT OBJECTIVE:	Identify furnishings and accessories which enhance personal living space.
WRITING OBJECTIVES:	Select a detail inappropriate to the main idea. Produce a writing sample according to specific directions.

The Doughertys have five teen-aged sons and daughters and have allowed each to personalize his/her bedroom.

Read the four descriptions of the Doughertys' teenagers and their rooms and select the sentence that does not belong in each description. Record the letter of the sentence you choose on the line provided.

Then, write a similar descriptive paragraph for the fifth Dougherty teen, a fourteen year old. Be certain your paragraph comments on the teen's interests as well as on the way the room has been decorated. Also, be certain your paragraph includes one irrelevant detail which your classmates could spot as inappropriate in your paragraph.

I. (A) Mary Alice is a modern art enthusiast. (B) In particular, she loves the lines, colors, and forms created by the American artists of the 40's and 50's. (C) The walls in her brightly painted room are covered with framed posters of the works of deKooning, Pollock, Gorky, and Kline. (D) Three of these four artists died before they were senior citizens. (Pollock at 44, Gorky at 43, and Kline at 52.) (E) Mary Alice says the room is alive because of the masterpieces of Abstract Expressionism she selected for her walls.

_____

II. (A) Sixteen year old Ted is, as one might expect, a sports fanatic. (B) Every conceivable sport and sports hero is a part of the collage he has chosen to cover his bedroom walls. (C) Ted pitches for his high school varsity and plays goalie in the fall soccer season. (D) A close examination of the walls will reveal everything from archery and bobsledding to wrestling and yachting, everyone from Hercules to Jim Thorpe, from Ty Cobb to Erik Heiden. (E) If you look hard enough, you will even recognize Refrigerator Perry. (F) As a matter of fact, Ted has selected so many color photos from Sports Illustrated, Look, Life, People, Jet, and Ebony as well as publicity posters that even a close examination of his walls will not allow the observer to detect the color of his walls.

III. (A) Brian dreams of a horticulturist's job at Longwood Gardens. (B) Longwood Gardens is a short ride from the Doughertys in Kennett Square, Pennsylvania. (C) His room approaches jungle haven: bromeliads to the left, foliage plants to the right, shrimp plants from the ceiling, plants in terrariums and on the window ledges. (D) Plants are everywhere, and the room is ablaze with colors and fragrances.

IV. (A) Kara, the oldest Dougherty, is a harpist, and she wants everything calm and quiet and soft-toned like her harp. (B) Luckily, her room is at the opposite end of the hall from Ted's room. (C) The room is painted mauve. (D) To the left of her bed is a stereo cabinet with all her records and tapes arranged on the shelves like wooden soldiers. (E) No loud music ever comes forth from the stereo; Kara plays only soft instrumental music. (F) On the wall, directly in front of the bed is Kara's pride and joy: her aquarium. (G) The fish move back and forth continuously but always the vision of movement is pacific.

Activity 47 - A Home Is a House with People in It

CONTENT AREA: Housing, Home Furnishings, and Equipment
LEVEL: Intermediate
CONTENT OBJECTIVE: Describe him/herself and family in relation to stages of life cycle and particular housing needs.
WRITING OBJECTIVE: Identify a detail that supports a main idea.

"THE HOUSE WITH NOBODY IN IT"
by Joyce Kilmer

Whenever I walk to Suffern along the Erie track,
I go by a poor old farmhouse with its shingles broken and black.
I suppose I've passed it a hundred times, but I always stop for a minute,
And look at the house, the tragic house, the house with nobody in it.

I never have seen a haunted house, but I hear there are such things;
That they hold the talk of spirits, their mirth and sorrowings.
I know this house isn't haunted, and I wish it were, I do;
For it wouldn't be so lonely if it had a ghost or two.

This house on the road to Suffern needs a dozen panes of glass,
And somebody ought to weed the walk and take a scythe to the grass.
It needs new paint and shingles, and the vines should be trimmed and tied;
But what it needs most of all is some people living inside.

If I had a lot of money and all my debts were paid,
I'd put a gang of men to work with brush and saw and spade.
I'd buy that place and fix it up the way it used to be
And I'd find some people who wanted a home and give it to them free.

Now, a new house standing empty, with staring window and door,
Looks idle, perhaps, and foolish, like a hat on its block in the store.
But there's nothing mournful about it; it cannot be sad and lone
For the lack of something within it that it has never known.

But a house that has done what a house should do, a house that has sheltered life,
That has put its loving wooden arms around a man and his wife,

SOURCE: "The House With Nobody in It" byJoyce Kilmer. Copyright ©1914 by George H. Doran Company from the book Poems, Essays and Letters. Reprinted by permission of Doubleday & Company, Inc.

A house that has echoed a baby's laugh and held up his
stumbling feet,
Is the saddest sight, when it's left alone, that ever your
eyes could meet.

So whenever I go to Suffern along the Erie Track,
I never go by the empty house without stopping and looking
back,
Yet it hurts me to look at the crumbling roof and the
shutters fallen apart,
For I can't help thinking the poor old house is a house with
a broken heart.

Note the poet's details.

Then, choose the best supporting details for each underlined main idea.

1. The house near Suffern is a physical wreck.

   If repairs were made to the house, for what physical needs would the house provide?

2. A house is a shelter for children.

3. A house provides a feeling of security for couples.

4. There is a definite difference between an empty new house and an empty old house.

5. A house, like a person, needs to feel important.

Activity 48 - Furniture Styles for Different Tastes

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Identify furniture and architectural styles/periods and analyze their workability in today's dwellings.
WRITING OBJECTIVE:	Complete a partially constructed sentence.

Rewrite the following sentences according to the specific directions. Keep the meaning of the original sentence.

1. Contemporary furniture offers a wide selection of wood shades and opportunity for many successful mixes.

   Rewrite beginning with: Offering a wide selection, . . .

   _____

2. Bamboo and Oriental upholstery in a room create a sense of the outdoors.

   Rewrite beginning with: One can create . . .

   _____

3. A good interior decorator can successfully blend furnishings from many periods and many lands.

   Rewrite beginning with: Furnishings from . . .

   _____

4. In the entrance hall of the Georgian mansion was a beautiful Duncan Phyfe parson's table.

   Rewrite beginning with: A visitor entering . . .

   _____

5. The Jacobean and Queen Anne reproductions that dotted his living room reminded him of his London beginnings.

   Rewrite beginning with: His living room . . .

   _____

Activity 49 - A Handyman's Home-Grown Variety

CONTENT AREA:	Housing, Home Furnishings, and Equipment
LEVEL:	Intermediate
CONTENT OBJECTIVES:	Identify skills which enable the individual to make or renovate furnishings and accessories. Experiment with techniques used for making and/or refurbishing selected items.
WRITING OBJECTIVE:	Select a sentence revision that corrects an error in sentence construction.

The Hudsons grew tired of the annual rent increase on their small two bedroom apartment. But, when they contacted a real estate agent, they soon learned of the homeowner's plight: substantial down payments, high mortgage costs, rising maintenance expenses et al. They decided to buy a handyman's special and, with ingenuity and money-saving techniques, create their own "home sweet home."

Each sentence below has an underlined section that may be correct or incorrect. Choose the answer you believe is correct from the choices given and record it on the line provided.

1. Even an amateur carpenter can create a whole new window treatment with a $\frac{3}{8}$" drill, nails, bolts, screws; and a staple gun.

_____
A. screws; and
B. screws and,
C. screws, and

2. With a knife, a steel straightedge, a compass, and tile cement, you can refurbish you're family room with an attractive floor.

_____
A. refurbish your'e
B. refurbish you're
C. refurbish your

3. Like magic, Uncle Ned created decorator window shades with wallpaper, felt, a hole-punch, jiffy fuse tape, cafe clips, and an iron.

_____
A. uncle Ned
B. Uncle ned
C. Uncle Ned

4. Do-it-yourself bookcases can be not only an attractive but also a space-saving means for updating bay windows.

_____ A. attractive but
B. attractive but also
C. attractive, but also

5. Build in bathroom storage space by frameing the toilet and sink with tension-pole cabinet units that may require screws, brackets, and spring plungers.

_____ A. framing
B. frameing
C. Framing

CLOTHING AND TEXTILES

Lesson Plan 6

CONTENT AREA:	Clothing and Textiles
LEVEL:	Introductory
CONTENT OBJECTIVE:	Identify the limitations on clothing choices imposed by the needs and values of other family members.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.
MATERIALS NEEDED:	Overhead projector with transparency Activity sheet Paper Pencils
MOTIVATION:	Using the overhead, project an illustration of an atypically attired teenager. Ask students to list the features of clothing, hair style, and/or grooming that would mark this teenager as different. Have students discuss briefly this teenager's projected self-concept.

ACTIVITY:

Introduce the homemaking objective. Introduce, via commentary on the state-required writing sample, the significance of the secondary objective: to have students produce a mechanically correct writing sample.

Distribute Activity Sheet 50.

Have students write the journal entry.

TEACHER CHECKPOINTS:

Monitor the writing process steps which students are directed to follow in Activity 50.

Collect and check all items: the jottings, the first draft, and the final draft.

EXTENDED ACTIVITY:

The successful actualization of this activity's objectives can be assessed by:

Having the students form groups of three and present their entries to two readers in the group.

Having the readers determine the level of the writer's success with:

explaining what was worn
explaining why such fashion choices were made, and
detailing why people were turned off by the choices

and rank the papers from 1 to 6 with 1 as the least successful writing attempt and 6 as the most successful writing attempt.

(In essence, the students will be practicing holistic scoring, the evaluation method employed by the State.)

Having each group talk to the class about the ideas contained in the entries and the writing strengths and weaknesses noted in the entries.

Activity 50 - What Should I Wear?

CONTENT AREA:	Clothing and Textiles
LEVEL:	Introductory
CONTENT OBJECTIVE:	Identify the limitations on clothing choices imposed by the needs and values of other family members.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.

Whoever said Friday the thirteenth is a bad luck day didn't know the half of it.

Last Friday, I came down for breakfast, and before I got both feet in the kitchen, Mom and Dad started yelling. "How could I even consider going to school dressed like that?" "Were the mirrors in my bedroom broken?" "What would my teachers think of a mother who would let a kid like me out of the house?" Dad nodded agreement.

My sisters, Ellen and Myra, just shook their heads and laughed. My brother swallowed his cereal between grunts. Even our Siberian husky ignored me. At school, I was Ms./Mr. Outrageous. I ate lunch alone, and my teachers stared. I spent all my free time hiding in the stacks in the library. How could one outfit turn aside all those who had applauded my selection as Homecoming Queen/King.

If only someone would listen, I'd explain why I wanted to try something really different. I thought I was old enough to make some fashion decisions of my own.

In your English class, you are allowed to make journal entries on incidents that are troubling you and, if you request it, your teacher will keep the entry confidential. Take advantage of this opportunity to air your frustrations. Write a journal entry in which you explain what you were wearing, why you made such fashion choices, and why you think everybody was turned off by them. Be certain to follow each of the steps listed below.

Step 1: First, make a list of things you will include in your journal entry.

Step 2: Next, place numbers in front of each thing on your list to indicate the order in which you will write about it.

Step 3: Then, write a first draft of your journal entry.

Read it to yourself. Remember you may understand it now, but after years of being hidden in your attic, will the entry still be clear to you?

Write a final draft.

Activity 51 - Zap Spots?

CONTENT AREA:	Clothing and Textiles
LEVEL:	Introductory
CONTENT OBJECTIVES:	Identify and use basic procedures in the care, storage, and maintenance of personal clothing. Use the information given on labels in the selection and care of clothing and textiles.
WRITING OBJECTIVE:	Reorganize sets of sentences into a logical order.

Last Friday, you wore the new track team sweater your grandmother paid for to a pizza party. Blop! Dab! Your sweater is now decorated with tomato sauce, mozzarella cheese, and pepperoni.

The garment label says: Hand wash separately in cold water.

If you unscramble the directions on the can of K2R and Woolite and follow them exactly, you may be able to wear your new track team sweater with pride to another Friday night party.

Choose the best order for each set of directions. Explain how you determined the order.

K2R

1. Spray enough K2R to cover spot. Do not saturate.
2. Read the instructions inside the cap before using.
3. Let K2R dry completely. Brush away excess powder.
4. Shake the can well. Hold upright 6-8" from the spot.
5. Some spots may need additional applications.

Woolite

1. Gently squeeze suds through.
2. Do not wring or twist.
3. For hand washing, use 1 capful to 2 quarts of cool or cold water.
4. Rinse thoroughly in cool or cold water.
5. Soak for 3 minutes.
6. Roll in towel to remove excess water.
7. Dry flat, away from sun or heat.

Activity 52 - Why I Like What I Wear

CONTENT AREA: Clothing and Textiles
LEVEL: Introductory
CONTENT OBJECTIVE: Identify some personal and cultural values and attitudes which affect clothing selection
WRITING OBJECTIVE: Complete a partially constructed sentence.

Recently, my home economics teacher divided the class into small groups and asked us to describe one favorite garment and why it was so favored.

Listed below are the responses from my small group. Read each response and on the designated lines write what each classmate valued in naming his favorite garment.

Then, beneath the original response, rewrite the statement according to given directions.

Al: My favorite garment is my jacket with "Cruiser" written on the back. It says I'm one of the homeboys.

Values: _____

_____

Rewrite beginning with I as the subject of the sentence. _____

_____

_____

_____

Raquel: My favorite garment is the cream-colored blouse my oldest sister gave me for Christmas. It has a high neck, mutton sleeves, and lots of Victorian lace on the collar and down the front. I feel so feminine when I wear it.

Values: _____

_____

Rewrite beginning with a dependent clause.

_____

_____

_____

Nilda: My favorite garment is my two-piece strawberry Adidas. When I'm wearing it, I feel "def," part of the health craze, and it makes me feel "cold crush."

Values: _____

_____

Rewrite beginning with the conjunction as.

_____

_____

_____

Lasonya: I love my rangy old Levi jeans. They move when I move. They're so comfortable and, I guess, eye-catching.

Values: _____

_____

Rewrite beginning with a prepositional phrase.

_____

_____

_____

Doris: Nothin' tops my Italian knit dress. It's soft and warm, and everybody says I look high powered in it. It clings so.

Values: _____

_____

Rewrite beginning with Italian knit as the subject.

_____

_____

_____

Activity 53 - Clothes and Me

CONTENT AREA:	Clothing and Textiles
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Identify some of the social and psychological factors influencing clothing selection and use.
WRITING OBJECTIVE:	Select a detail that supports a main idea.

I. Read "Tryin' On Clothes."

"TRYIN' ON CLOTHES"
by Shel Silverstein

I tried on the farmer's hat,
Didn't fit.
A little too small-just a bit
Too floppy.
Couldn't get used to it.
Took it off.

I tried on the dancer's shoes,
A little too loose.
Not the kind you could use
for walkin'.
Didn't feel right in 'em.
Kicked 'em off.

I tried on the summer sun.
Felt good,
Nice and warm-knew it would.
Tried the grass beneath bare feet,
Felt neat.
Finally, finally felt well dressed,
Nature's clothes just fit me best.

SOURCE: Text of "Tryin' On Clothes" from A Light in theAttic: Poems and Drawings of Shel Silverstein. Copyright © 1981 by Snake Eye Music, Inc. Reprinted by permission of Harper and Row, Publishers, Inc.

II. Note the poet's details.

III. Then, in the space provided, write your choice of the best supporting details for each underlined main idea.

In the first poem:

A. There were two major problems with the farmer's hat.

B. The dancer's shoes were ill-fitting.

C. The I does not hesitate to discard clothing which does not appeal to him.

D. Nature's clothes fit best.

E. It seems the I of the poem enjoys an unstructured, "free" existence.

IV. In a paragraph of at least four or five complete sentences, compare what influences your selection of clothes to what influences the I's selection of clothes.

Activity 54 - Eastern Clothes Meet Western Attire

CONTENT AREA:	Clothing and Textiles
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Interpret the relationship between family values and goals and family clothing needs.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.

During the upcoming semester break, your sister is bringing her college roommate Indira Khatab home for a visit. Indira is Indian, not American Indian but East Indian.

Generally, Indira wears a sari and lots of jewelry - bracelets, anklets, and jeweled necklaces - traditional Indian attire. By continuing to wear the traditional attire while attending college here in the United States not her native India, Indira has honored her family and its heritage. But now, if her parents grant their permission, Indira would like to Americanize, especially Americanize her wardrobe.

First, pretend you are Indira.

In a brief but well-developed paragraph of five (5) or six (6) complete sentences, relate what values and goals prompt your need to Americanize your wardrobe. Write a first draft. Then, read it to yourself to be certain it is clear. Write a clean copy.

Then, as the sister of Indira's college roommate, a student of clothing and textiles, make a list of wardrobe musts for Indira including tips on where she would wear your suggestions and comments on how people would react to her in these clothes.

Activity 55 - Clothes Make the Man or Woman

CONTENT AREA:	Clothing and Textiles
LEVEL:	Intermediate
CONTENT OBJECTIVE:	Identify and describe the characteristics of garments needed by individuals at different stages in the life cycle.
WRITING OBJECTIVE:	Produce a mechanically correct writing sample.

From the illustrations above, select one character in whose clothes you would like to be. (Consider not only what the character is wearing but also what the character is doing. You may choose to ignore the sex of the character.)

Write a well-organized essay in which you detail why you selected the character, noting particularly what features of the character's life style and what articles of clothing appealed to you.

First, jot down the ideas you will include in your essay.

Next, place numbers in front of the ideas to indicate the order in which you will include them in your essay. At the same time, cross out any idea you have decided to eliminate.

Then, write the first draft of your essay.

Read it aloud to yourself to be certain your ideas are clearly and correctly stated.

Correct errors.

Finally, write a clean copy.

Activity 56 - Made for Each Other

CONTENT AREA:	Clothing and Textiles
LEVEL:	Introductory
CONTENT OBJECTIVE:	Show how appearance and grooming affect one's self-concept.
WRITING OBJECTIVE:	Select a detail that supports a main idea.

An Excerpt from "Ode to the Clothes"
by Pablo Neruda

Every morning you wait,
clothes, over a chair,
for my vanity,
my love,
my hope, my body
to fill you,
I have scarcely
left sleep,
I say goodbye to the water
and enter your sleeves,
my legs look for
the hollow of your legs,
and thus embraced
by your unwearying fidelity
I go out to tread the fodder,
I move into poetry,
I look through windows,
at things,
men, women,
actions and struggles
keep making me what I am,
opposing me,
employing my hands,
opening my eyes,
putting taste in my mouth,
and thus,
clothes,
I make you what you are,
pushing out your elbows,
bursting the seams,
and so your life swells
the image of my life.

You billow
and resound in the wind
as though you were my soul,
at bad moments
you cling
to my bones
empty, at night
the dark, sleep,
people with their phantoms
your wings and mine.

ooo

I greet you
with reverence, and then
you embrace me and I forget you
because we are one
and will go on facing
the wind together, at night,
the streets or the struggle,
one body,
maybe, maybe, one day motionless.

SOURCE: "Ode to the Clothes" excerpted from the book Selected Poems by Pablo Neruda. Translated by Alastair Reid, edited by Nathaniel Tarn. Copyright ©1970 by Anthony Kerrigan, W.S. Merwin, Alastair Reid, and Nathaniel Tarn. Copyright ©1972 by Dell Publishing Co., Inc. Reprinted by permission of Delacorte Press/Seymour Lawrence.

Note the poet's details.

Then, on the lines provided, record the best supporting details for each underlined main idea.

1. The I of the poem is proud of himself and of what he does.

2. A daily bath or shower is a recognized hygienic practice.

3. There is an undeniable bond between man and the clothes he chooses to wear.

4. Clothes even reflect the man's mood swings.

5. The I recognizes the value of clothes.

Activity 57 - "Heloise" for You

CONTENT AREA: Clothing and Textiles
LEVEL: Intermediate
CONTENT OBJECTIVE: Develop procedures for the care and repair of clothing and household textiles.
WRITING OBJECTIVE: Identify an error within a sentence.

Note the following fabric care tips. The information contained in the tips is correct, but the manner in which the information is written is incorrect.

Find the underlined section that contains an error. Mark the letter of the location where the error appears on the line provided.

____ 1. Club soda (A), if applied quick (B) with a clean cloth (C), is (D) an excellent stain remover.

____ 2. Before washing (A) woolen sweaters measure (B) them (C) and turn them inside out (D).

____ 3. Wipe Spots (A) (B) containing sugar or starchy (C) substances with a damp cloth and let the fabric dry before treating (D) it with spot remover.

____ 4. A mixture of white vinegar (A) and water may help to (B) remove perspiration (C) stains in washable fabrics? (D)

____ 5. Clothing (A) manufacturers (B) recommends (C) dry-cleaning for pure silk (D) garments.

____ 6. Often a tweed (A) jacket can be (B) repaired bye (C) an expert weaver (D).

____ 7. If a fabric retains laundry (A) detergent, (B) it should be rinsed thoroughly (C) or it will scorch when iron (D).

____ 8. Jiffy Fuse (A), applied with a steam iron on the wool setting, are (B) an easy way to hem a garment without pinning (C), basting, (D) or sewing.

Activity 58 - You'll Need This Tool

CONTENT AREA: Clothing and Textiles
LEVEL: Introductory
CONTENT OBJECTIVES: Identify and use basic sewing tools and equipment.
WRITING OBJECTIVE: Proofread and identify a mechanical error.

Each of the short paragraphs below focuses attention on a basic sewing tool or routine for handling special fabrics.

Proofread each paragraph and find the error that should be corrected. Mark the letter that indicates where the error is.

1. A thimble is (A) a handy sewing tool designed to (B) protect the middle finger of the sewing hand. It's (C) plastic or light metal composition should guarantee (D) comfort.

A B C D

2. A good seamstress or tailor carefully selects thread; whenever (A) possible matching the thread fiber with the fabric. For example (B), a dacron thread is best for sewing dacron and orlon, (C) a cotton thread for cotton, a silk thread for silk. The seamstress or tailor must be careful not to select a thread that is too (D) strong for the fabric.

A B C D

3. In preparation for cutting a pattern and making a garment, (A) be certain scissors (B) and shears are sharp and in good working order. It is advisable to have available shears, pointed-tipped scissors (C) and pinking shears. The latter needed to prevent firmly woven fabrics from raveling (D).

A B C D

4. A 60" tape measure is an indispensable (A) sewing device. However (B), for marking hems and long seam lines, a sturdier yardstick may be more useful. Chalk skirt markers (C) may also be useful provided the fabric being sewn is not to (D) smooth.

A B C D

5. Needles are (A) the elementary sewing tools. They come in a variety of lengths, (B) strengths, and shapes, (C) and like (D) thread should be carefully mated to the sewing task at hand.

A B C D

SOURCE: Information adapted from "Sewing," Encyclopaedia Britannica. Chicago: Encyclopaedia Britannica, Inc., 1964, XX, 406-7.

Activity 59 - Money Resources for My Clothes

CONTENT AREA: Clothing and Textiles
LEVEL: Intermediate
CONTENT OBJECTIVE: Identify the ways in which teenagers finance clothing and related items.
WRITING OBJECTIVE: Identify a detail inappropriate to a main idea.

Each of the paragraphs below underscores ways in which teenagers finance clothing and related items.

Read each paragraph. Choose the sentence that does not belong in the paragraph as it is written. Mark the letter of the sentence you choose.

____ I. (A) When Mark, my fourteen year old brother, asked if he could get a part-time job to finance his class trip to Gettysburg, some new clothes for the trip, and his class ring, my parents praised him for his initiative and sense of responsibility. (B) However, Mom realized that his job might mean one more job for her - dropping him off and picking him up at work. (C) Dad had put himself through prep school and college with scholarships and part-time jobs. (D) Mom, therefore, suggested he canvas the neighborhood for babysitting and gardening jobs, particularly the latter, so he could contract definite working hours. (E) I think Mark was surprised when Mom's suggestion paid off; he secured five commitments for weekly yard work within walking distance.

____ II. (A) The Goncalves teens are an inspiration to the entire neighborhood. (B) Fernando, the youngest, has paper routes; he delivers the Star-Ledger and the New York Times in the morning and the Gazette in the afternoons. (C) Marianna, the only girl, operates a school van pick-up-and-delivery service for local elementary kids. (D) Mario and Antonio, the sixteen year old twins, are Y counselors and lifeguards three days a week and fish store employees on three other days. (E) The family of eight arrived from Portugal in the late 70's. (F) From their earnings, they buy most of their clothes though Marianna sews many, and they pool their money for big items like a PC, a VCR, etc.

____ III. (A) Child labor laws were enacted in 1938. (B) "Education comes first," says my dad. "Jobs for teens are of secondary importance." (C) He does, however, demand that we earn enough for our clothes, dates, transportation and special school expenses with good-paying summer jobs, jobs that won't interfere with our studies. (D) Two of my sisters work as waitresses at the Nevele, a prestige resort in the Catskills. (E) My older brother is a camp director in the Poconos, and I work thirty-five hours as a bottler at Budweiser and eight hours on Sunday as a lifeguard at our local country club.

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APPENDIX A

ANSWER KEYS

Child Development

Activity 1 - Helping People Who Are Different (p. 4)

GUIDES TO ORDER

I.	C	Four Years Ago
	D	Unlike ... this Communicable Disease
	B	Now ... deaf
	A	School for Deaf
	E	
	F	Although preoccupied
II.	E	Last Wednesday
	B	From the conversation, however
	C	The visitor
	A	He now owned
	D	
III.	C	One of her prize pupils
	E	Although of very limited ability
	A	Let Carmen get ready
	D	Also
	F	These tasks
	B	While doing so
IV.	C	Before the accident
	A	Basketball
	B	
	E	But ... future
	D	Had to revise

Activity 3 - What To Do In An Emergency (p. 8)

SET 1	POISONING
	6
	2
	1
	5
	7
	4
	3
SET 2	BITES
	2
	4 or 1
	1 or 4
	3
	5
SET 3	BLEEDING
	3
	1
	5
	2
	4

Activity 4 - How Does Your Personality Grow? (p. 10)

1. B are
2. D :
3. A Since
4. A expert's
5. D ?
6. B me

Activity 6 - A Son Or Daughter
(p. 13)

1. Bill says: "I guess he'll think I can lick every other feller's father" and "my little girl/Gets hungry every night and she comes home to me."

2. Bill says that children must be sheltered and fed and dressed.

3. Bill wants to share his interests in games and sports with his son, and even if he did so with his daughter, he would have to be more protective of her.

4. Bill takes responsibility for teaching his son athletic activities, independence, and self-reliance. He will also teach him how to deal with other fellows and girls.

   Bill takes responsibility for defending his daughter and for sheltering, feeding and clothing her.

5. Bill allows the mother to teach his son the way to behave.

6. Bill expects to have a son who is proud of his dad, a son with whom he can share athletic activities, a son who will carry on his name, a son who will be looked up to by other fellows, one who will be self-reliant, and one with whom he can talk about women.

7. Bill wants his son to have more common sense than he has and high ambition (President of the United States); Bill wants to be certain that his daughter won't be dragged up in slums like him and have the best that money can buy.

8. Opinion - Answers will vary.

9. Bill seems old-fashioned as a protector of his daughter and as instructor for his son in the ways of self-defense and handling women.

Activity 7 - Preparing For Parenthood (p. 15)

I. B

II. D

III. C

IV. C

Activity 8 - Gifts For Kids
(p. 17)

1. B
2. A
3. A
4. D
5. C
6. B
7. F

Labelings may differ, but appropriate explanations for each response must be given.

Activity 9 - Rooms For Growth
(p. 20)

Choices can include the following:

1. From Design #1:
   - mobile
   - peg for clothes
   - musical items
   - puzzles
   - Fischer-Price Toys
   - tea set
   - games

   From Design #2:
   - peg for clothes
   - Barbie Dream House
   - TV
   - musical items
   - Mash Unit
   - Air Hockey
   - bicycle
   - blackboard

   From Design #3:
   - typewriter
   - blackboard
   - tea set
   - Air Hockey
   - ice skates, roller skates, flippers
   - bicycle
   - Yamaha keyboard
   - musical items
   - Dream House/kitchen
   - TV/VCR, tapes

2. From Design #1:
   - peg for clothes
   - cases for books, games, dolls

   From Design #2:
   - dresser w/mirror
   - bed
   - peg for clothes
   - cases for dolls, musical items
   - Barbie Dream House

   From Design #3:
   - bed
   - cases for books, musical items, dolls
   - rack
   - dresser w/mirror

3. From Design #1:
   - tea set
   - toys, animals, dolls

   From Design #2:
   - animals, dolls
   - doll cradles
   - Air Hockey

   From Design #3:
   - tea set
   - animals, dolls
   - Air Hockey
   - Dream House/kitchen

4. From Design #1:
   - musical items
   - books
   - fairy tale character wallpaper

   From Design #2:
   - books
   - musical items

   From Design #3:
   - prints on wall
   - MOMA calendar
   - musical items including Yamaha keyboard
   - books

5. From Design #1:
   - tea set
   - animals,dolls
   - Fischer-Price Toys

   From Design #2:
   - animals, dolls
   - doll cradles
   - blackboard
   - desk
   - Mash Unit
   - Barbie Dream House

Activity 9 (continued)

(5.)

From Design #3:
typewriter
desk
blackboard
tea set
animals, dolls
doll cradles
Dream House/kitchen
Yamaha keyboard

6. From Design #2:
bicycle
Air Hockey
TV

From Design #3:
TV/VCR
Air Hockey
bicycle
ice skates, roller skates, flippers

7. From Design #1:
musical items
books

From Design #2:
books
blackboard
desk

From Design #3:
books
musical items
blackboard
typewriter
desk
MOMA Calendar
prints

8. From Design #1:
books
games

From Design #2:
musical items
books
TV

(8.)

From Design #3:
prints
MOMA Calendar
TV/VCR
books
musical items
including
Yamaha keyboard

Activity 10 - I Like To Work With Children (p. 22)

1. A
2. C
3. B
4. B
5. A
6. D

Family Relationships

Activity 11 - Find The Title (p. 25)

1. Handicapped Vietnam veteran observing grey slab memorial in Washington.
2. A driver exiting a car after just missing a school boy who fell off his bike.
3. Two small children delivering a small bouquet of daisies to an Oriental woman in a rocker.
4. Abraham Lincoln departing Springfield.
5. Young Black executive being named "Employee of the Year."
6. Figure skater falling on ice during competition
7. A young child with an all-A report card.

Activity 12 - A Daughter
(p. 28)

1. One of the things that any daughter should know is when to say "yes" and when to say "no."

2. According to the poetess, the handling of this problem is critical because careers and caresses depend on the answers.

3A. "Girls who are slaving for Woolworth and Kress/Lament for the day when they might have said "yes."

4. "'Yes' to the bashful young man at the dance."
"'No' to the man who's been living in France."
"'Yes' if he asks for a chance to explain."
"'No' to that impulse to telephone him."
"'Yes' to a whisper and 'no' to a frown"
"'No' if he's misunderstood by his wife."
"'Yes' if you want it the rest of your life."

5A. The "yesses" and "noes" cover all aspects of life and prove the poetess' point that knowing when to say "yes" and "no" is very important.

5B. She hints at a failed career and unhappiness.

6A. "'Yes' to a salad and 'no' to a sundae."
"'No' to three cocktails in rapid succession."

6B. The nutritional choices could have a major impact on careers and caresses because an employer or a suitor might not show any interest in a fat or alcoholic person.

6C. A salad could help maintain good weight or reduce overweight.

A sundae could contribute to overweight or disease complications (e.g., diabetes).

Three cocktails in rapid succession could cause drunkenness, an accident or even death, or the inability to make wise choices for the remainder of that day or future days.

7A. "'No' to a dirndl of highly glazed chintz."
"'No' to all slacks unless you're too thin."
"'No' to magenta and chocolate brown."

7B. The fashion choices could have an impact because an employer or suitor might be turned off by one who dresses loudly and/or inappropriately for her coloring or physical make-up.

7C. The poetess recommends avoiding showy, odd-colored, or ill-fitting clothes.

Activity 12 - A Daughter (cont.)

8.

9. Decision-making skills are critical because, as the poetess states in Stanza 2, there are no hard-fast rules for every aspect of life, and circumstances often cause us to reverse an earlier decision.

Activity 13 - Community Resources
(p. 32)

1. Our community theatre, which presents at least ten major productions a year, has many opportunities for part-time employment.

2. Many volunteers with the rescue squad can learn a lot from the many registered nurses who volunteer and are willing to teach first aid techniques.

3. The children's librarian conducts a story hour each Saturday morning from 10-11:00 A.M.

4. The town's families now enjoy ice skating and hockey on the new ice surface in Westmoreland Park, the former duck pond dredged by our town's public works employees this past September.

5. Every year at least 1000 teens attend the dances on Valentine's Day, May Day, and during the October harvest time co-sponsored by our local Presbyterian, Methodist, and Catholic churches.

Activity 14 - A Positive Role Model Shapes Behavior In Others
(p. 34)

1. Mrs. Porczyski's private reprimand has a tremendous impact.

2. Mrs. Porczyski's academic achievements are noted in every aspect of her work and being.

3. In wise fashion, also, she proportions class time to include the various elements of English: spelling, vocabulary, grammar, composition, and literature.

4. She conveys to her audience a deep respect for work in general and her work in particular.

5. She is a friend to her students but never "one of the girls."

6. Wisely, then she whets all her students' appetites with interesting facts and fiction but saves the details for the satisfaction of her brighter students' intellectual curiosity.

Activity 14 (continued)

7. Mrs. Porczyski's private reprimand has a tremendous impact.

8. Yet, she possesses a tremendous respect for the human person and does not make every incident an occasion for public humiliation.

Activity 16 - Rights And Responsibilities (p. 38)

1. D

2. A

3. C

4. B

5. B

Activity 17 - I Remember . . . (p. 40)

1. Nikki was "happy to have her mother all to herself" and to have "everybody together" - mother, father, and sister.

2. Nikki says that what makes a difference is "that everybody is together," for "Black love/is Black wealth."

3. Nikki recalls some hard times:
   A. living with no inside toilet
   B. her father's selling his stock and losing another dream.
   C. poverty
   D. her father's drinking

4. Nikki felt blessed when she got a "bath from one of those big tubs that folk in Chicago barbecue in."

5. Nikki felt secure in the love of her family - mother, father, and sister - secure in Black love.

Activity 18 - Family Help Agencies (p. 42)

1. C continue

2. D to

3. C organizations

4. D physically, mentally

5. D require

6. C stricter

7. D necessary

8. B citizens and some

Activity 19 - Pardon, Your Manners Are Showing (p. 44)

I. C At the freshman dance
D Luckily, she
A new neighbor
B As Paul approached

II. D dialed Corbo's Florist
B Corbo's Florist
E Yes
A How much . . .
C Thank you for waiting

III. D This year
A As the garcon approached
C as we ordered
B topped off the meal

Foods and Nutrition

Activity 20 - Sarah Cynthia Sylvia Stout (p. 49)

1. Her daddy would scream and shout.

2. The garbage rolled on down the hall,
It raised the roof, it broke the wall.

3. And all the neighbors moved away,
And none of her friends would come to play.

4. The garbage reached across the state
From New York to the Golden Gate.

5. Poor Sarah met an awful fate.

Activity 21 - Cereal Sequence (p. 51)

1. #3 You probably thought all Kelloggs' Rice Krispies cereal had to say was Snap! Crackle! Pop!

2. #5 But when it comes to nutrition, Rice Krispies speak loud and clear.

3. #2 Every bowl of Rice Krispies gives you what many nutritionists recommend as the right amount of several vitamins you need to start the day and a good supply of iron.

4. #6 In fact, Rice Krispies is higher in 8 essential vitamins and iron than old-fashioned oatmeal.

5. #1 So when it comes to good-tasting, nutritious breakfast, all you have to do is listen for Snap! Crackle! Pop!

6. #4 After all, what other cereal can say that?

Activity 22 - Selling Foods Through Advertisements
(p. 52)

1 A. Vlasic makes a dill pickle for every dill taste.

1 B. So whether you prefer the classic taste of Vlasic Kosher Dills or the bolder flavor of new highly seasoned Vlasic Zesty Dills, you're sure to find the Vlasic dill that's just right for you.

1 C. There are three different kinds of pickles in the jars.

2 A. The two words are star attraction.

2 B. The five terms that advance the idea of a dramatic happening are:
scene
time
cast
supporting role
scene-stealer

3. The two sentences that support the illustrator's idea are:

This one size Hershey's Kiss can satisfy any size chocolate craving.
And if you crave more, simply add Kisses to get a perfect fit.

4. To make a good first impression, serve appetizers made with delicious California Ripe Olives.

5. But now, in the heart of Wisconsin's dairyland, cheesemakers from France are making authentic brie.

Activity 23 - Recipe Riot
(p. 54)

I. You could not substitute 1 tablespoon dried rosemary.

II. The ingredients are pineapple and soy sauce.

Oceania means the islands of the Pacific.

III. The ingredients that make this dish a salad are: shredded mixed greens, scallion greens, and Walnut Oil Dressing.

IV. Mom saved Maxwell Plum's Hot Chicken Salad to celebrate Dad's new job because many of the ingredients like watercress, tarragon, nuts, and red wine vinegar would be expensive.

Activity 24 - Caring For Food Equipment
(p. 56)

1. Before washing, turn the temperature control to OFF position, and let the griddle cool before unplugging it.

2. Wipe heat control with a damp cloth or sponge, remove it from griddle, and dry thoroughly; DO NOT IMMERSE.

3. Use care when handling temperature control, for probe must remain accurate.

4. Before rinsing in hot, sudsy water, remove the grease cup and empty contents; then, rinse and dry thoroughly.

5. The GRIDDLE ITSELF IS COMPLETELY IMMERSIBLE; therefore, wash the cooled griddle in hot, sudsy water, rinse, and dry thoroughly.

6. After each use, clean the handles and the bottom.

7. When griddle is not in use, take care not to damage the surface; don't stack objects on it or scratch the finish.

8. When not using the griddle, turn to OFF and unplug.

Activity 25 - Good Nutrition For Better Health
(p. 57)

1. A body's

2. A essential

3. B hemoglobin

4. D to maintain

5. C to

6. B night blindness

7. D cantaloupe, and

Activity 27 - Energy Producing Nutrients
(p. 60)

		LOGICAL ORDER	HELPING WORDS
1.	P	1	
2.	P	8	These acids
3.	C	2	This category
4.	F	9	
5.	F	3	
6.	C	6	
7.	F	4	Like carbohydrates
8.	P	5	
9.	P	7	

Activity 28 - Safety Rules For Gas Ranges
(p. 61)

LOCATION	Place your range out of the main traffic path, not blocking a passageway and avoiding drafty locations.
TEMPERATURES	Because the range will get hot, do not touch burner grids and other surfaces before they cool or leave children alone or unattended.
CURTAINS	Don't hang curtains close to the range, for they could blow over the range top and create a fire hazard.
HOT POT HOLDERS	Use good, sturdy, dry hot pot holders, not dish towels.
UTENSILS	Choose pans that are of proper size for the burner and have easily grasped handles that will stay cool.
MAINTENANCE	Keep your range clean; do not let grease accumulate or leave spillovers which may ignite.
IF YOU SMELL GAS	If you detect a faint gas smell, do not use a match; check the pilots and, if lit, turn OFF the gas to the range and call a qualified serviceman.

Activity 29 - Brownie Bonanza
(p. 62)

8 ozs. unsweetened chocolate
2 sticks unsalted butter
5 eggs
1 tablespoon vanilla
1 teaspoon almond extract
1/4 teaspoon salt
2 1/2 tablespoons dry instant expresso
3 3/4 cups granulated sugar
1 2/3 cups sifted flour
8 ozs. walnuts

ERRORS CORRECTED

butter
set aside
vanilla, almond extract, salt, dry instant coffee, and sugar
add
add
for
to

Consumer Education

Activity 30 - Family Budget: Fiasco Or Success
(p. 66)

1. C
2. A
3. C
4. A
5. C
6. D
7. C
5. C
6. D
7. C
8. C

Sample Budget

Activity 31 - Credit vs Debit
(p. 68)

1. Alimony, child support, or separate maintenance income, need not be revealed if the applicants do not wish to have it considered as a basis for repaying this obligation.

2. List home address or previous employer if present address or employer is for less than 2 years.

3. The application asks for:
   monthly rent or mortgage
   value of home
   salary
   other income
   checking and savings accounts
   outstanding debts

4. Both signatures are required only if a joint account is requested.

5. "By signing below, you also certify that all of the above statements are true and correct."

6. "You agree and understand that a consumer credit report may be requested from one or more consumer reporting agencies in connection with this applicant."

Activity 33 - Values, Then And Now
(p. 71)

1. "The strong crust of friendly bread" reveals dining as a social activity.

2. The day's special blessing: sleep is pictured in Brooke's "cool kindliness of sheets, that soon/Smooth away trouble."

3. Brooke loved: rainbows, wood, raindrops, flowers, clouds, leaves, tap or spring water, sand, the waves, earthen mould, oaks, chestnuts, and grass.

4. Brooke implies a love of animals with the phrase "furs to touch."

5. The poet loved to be around people because he loved "the comfortable smell of friendly fingers" and voices in laughter.

6. The poet appreciated the by-products of industrial progress as seen in his line "The keen unpassioned beauty of a great machine."

Activity 33 - Values, Then And Now (continued)

7. Brooke loved white plates with blue lines
rainbows
raindrops
flowers
blue-massing clouds
royal flames, and
black earthen mould

8. Brooke loved various smells: old clothes
friendly fingers
hair
dead leaves
last year's ferns, and
new-peeled sticks

9. The poet loved water: raindrops
hot water
tap or spring water
waves, and
shining pools.

10. Brooke wants his fellow man "to cheat despair" and not let fade from their brains the dear loves life has to offer.

Activity 35 - The Game of Spending Money (p. 75)

The values that prompted Kino's plans were:
his family
his religion
education

Paragraph:
I
F
E
B
A
H
G

Activity 37 - Protection For Consumers (p. 78)

I. B
C
D
A

II. D
A
C
B

III. C
A
D
B

Activity 38 - Hopes, Aspirations, Plans (p. 82)

1. The words further and alumni suggest the future, i.e., long-term goals.

2. The first four long-term goals mentioned are:
marriage
a family
employment
entertaining friends

Activity 38 - Hopes, Aspirations, Plans (continued)

3. The alumni pictured expensive possessions and a well-maintained home. There is a hint that the alumni would be waited on and have the house kept in order by servants.

   The goals are unrealistic unless the alumni are already of "high society."

4. The fifth stanza enumerates short-term goals, things that require immediate, daily attention.

5. In the poem, the "we" spend money on entertaining friends, cigarettes, alcohol, and repairs. Since the poem indicates that purchases of cigarettes and alcohol were excessive, spending habits could have been improved.

6. The "we" in the poem failed to establish a workable marriage in which each partner loved and respected one another.

7. Opinion _____

Activity 39 - A Life Time Of Financial Planning (p. 82)

1. B
2. A
3. C
4. C
5. D
6. A

Housing, Home Furnishings, and Equipment

Activity 40 - A House Is Not A Home Until... (p. 87)

1. Brownstone
2. Split-level
3. Ranch
4. Bungalow
5. Store-front
6. Center-hall Colonial
7. Duplex

Activity 41 - Make Believe You Are An Interior Decorator (p. 89)

I. Fluorescent lights are usually good for pointing up room colors.

   This sentence is unrelated to the three types of lighting.

II. Blues, greens, and violet are cool colors, good for rooms with lots of sunshine.

Activity 41 - Make Believe You Are An Interior Decorator
(continued)

This sentence is too specific about colors; it does not address parts of the room.

III. Seating arrangements should encourage conversation.

This sentence is too specific for paragraph's purpose.

Activity 42 - My Room Is My Castle
(p. 91)

1. Dear Mom and Dad,
2. Anne and I
3. to reside
4. roof, especially when
5. No matter
6. be
7. territorial
8. are
9. everybody's
10. Aren't
11. ?"

Activity 43 - Practicing To Be An Equipment Demonstrator
(p. 93)

BLENDER

To insure a long operating life for your blender, place it on a clean, dry surface.

Plug the cord into any 120 volt electrical outlet.

Put ingredients in the container, select the control button desired, and depress it.

When the ingredients have been blended, depress the OFF button and disconnect the plug from the electrical outlet.

Unscrew the cutter unit and ring and remove it from the container.

Pull out blade unit.

Activity 43 - Practicing To Be An Equipment Demonstrator
(continued)

Wash the cutter unit, ring, and blade in hot, sudsy water, rinse, and dry.

If the container is glass, it can be washed in the dishwasher; if plastic, wash by hand.

Reassemble.

Spin dry on a HIGH speed.

ELECTRIC CAN OPENER

To insure a long operating life for your can opener, place it on a clean, dry surface.

Plug the cord into any 120 volt electrical outlet.

Raise the piercing lever, wedge the can between the cutting wheel and the gear, and press lever down.

Hold the lever down until the lid of the can is completely severed.

Raise lever and remove can.

If washing is necessary, unplug the cord from the electrical outlet.

Lift the piercing lever to vertical position.

Ease the cutting assembly out of the opener itself.

Wash in hot, sudsy water, rinse and dry.

Reassemble.

Never put opener itself or the cutting assembly in the dishwasher.

Activity 44 - First Aid Rules
(p. 94)

Puncture Wounds: Rusty nails, especially in old floorboards, can puncture the skin; if this happens, allow some slight bleeding before dressing the punctured area. Clean the area with alcohol or peroxide, and contact a doctor about a tetanus shot.

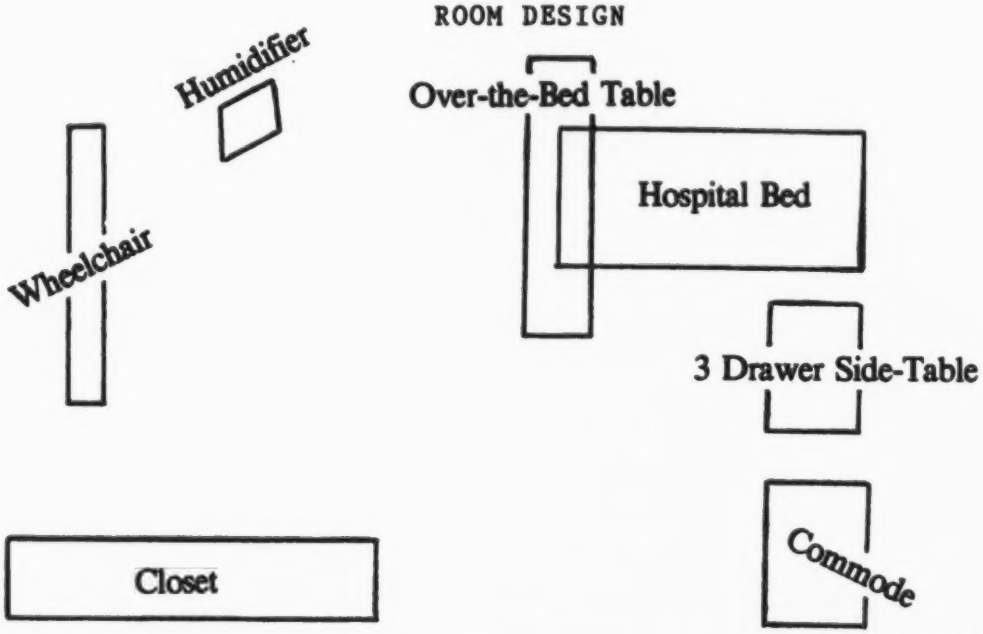
Poisoning: If a person swallows poison, first identify what the poison is. If the poison is something other than a strong acid, make the person drink five or six glasses of water or other bland fluid to dilute the poison and induce vomiting; but if the person swallowed a strong acid, DO NOT induce vomiting; give the victim something smooth to drink like milk, and call POISON CONTROL.

Foreign Bodies in Eye: If a person has a foreign body in his eye, never let him rub the eye. Instead, have the victim blow his nose; the foreign body may wash out; if it doesn't, cover the eye with a clean gauze patch, and call the doctor.

Burns: Burns, commonly caused by hot liquids in the house, should be run under the cold water faucet or soaked in ice. Cover the burn with a clean gauze dressing moistened with a burn cream, and if the patient has severe pain, call the doctor.

Activity 45 - An Intergenerational Household
(p. 95)

ROOM DESIGN



Items in Room	(Location)	ITEMS IN NEARBY ROOMS
	3 drawer side table	
Eyeglasses Wedding picture	on top	
medicines toiletries denture cup, cleansers	1st drawer	
nightshirts	2nd drawer	
underwear	3rd drawer	
TV, radio	over-the-bed table	
		scrabble cassette recorder
shoes slippers robe sweaters	closet	gloves coats electric blanket comforter
sheets underpads blankets pillow cases	closet-overhead shelf	enema bag mystery books 71 cassettes family picture albums hot water bottle

Activity 46 - Teenage Havens
(p. 97)

I. D III. B

II. C IV. B

Activity 47 - A Home Is A House With People In It
(p. 99)

1. The farmhouse has broken shingles, needs a dozen panes of glass, has weeds and high grass, and needs painting.

   If repaired, the house would provide shelter and warmth.

2. "A house that has echoed a baby's laugh and held up his stumbling feet."

3. "A house...that has put its loving wooden arms around a man and his wife."

4. "There's nothing mournful about (a new house); it cannot be sad and lone/For the lack of something within it that it has never known."

5. "What it needs most of all is some people living inside."

   "But a house that has done what a house should do, a house that has sheltered life...
   Is the saddest sight, when it's left alone, that ever your eyes could meet."

Activity 48 - Furniture Styles For Different Tastes
(p. 101)

1. Offering a wide selection of wood shades, contemporary furniture also affords opportunity for many successful mixes.

2. One can create a sense of the outdoors with bamboo and Oriental upholstery.

3. Furnishings from many periods and many lands can be successfully blended by a good interior decorator.

4. A visitor entering the hall of the Georgian Mansion faced a beautiful Duncan Phyfe parson's table.

5. His living room dotted with Jacobean and Queen Anne reproductions reminded him of his London beginnings.

Activity 49 - A Handyman's Home Grown Variety, p. 102)

1. C 2. C 3. C 4. B 5. A

Clothing and Textiles

Activity 51 - Zap Spots!
(p. 108)

K2R	2	before using
	4	hold from spot
	1	spray
	3	let dry
	5	additional
Woolite	3	for handwashing
	5	soak
	1	squeeze through
	4	rinse
	6	remove excess
	2	
	7	dry

Activity 52 - Why I Like What I Wear
(p. 109)

Answers on values may differ. Rewrites may also differ. The following are sample responses.

Al: I like my jacket with "Cruiser" written on the back because it says I'm one of the homeboys.

Raquel: When I want to feel feminine, I wear the cream-colored blouse with high neck, mutton sleeves, and lots of Victorian lace on the collar and down the front, which my oldest sister gave me for Christmas.

Nilda: As part of the health-crazed generation, I wear my two-piece strawberry Adidas; it makes me look "cold-crush", and I feel "def."

Lasonya: For comfort and attention-getting, I wear my rangy old Levi jeans, which move when I move.

Doris: My Italian knit is tops; it's soft, warm, and clingy, and everybody says I look high-powered in it.

Activity 53 - Clothes And Me
(p. 111)

III. A. The farmer's hat was too small and too floppy.

B. The dancer's shoes were too loose and not useful for walking.

C. The I took off the farmer's hat and kicked off the dancer's shoes.

D. The sun felt good, and the grass was neat.

E. The I couldn't get used to a farmer's hat, an item of clothing that would be worn while working; the I also felt ill at ease in the dancer's shoes, an item of clothing that would be worn while working at perfecting an art.

Activity 56 - Made For Each Other
(p. 117)

1. "Every morning you wait...
for my vanity,
my love,
my hope, my body
to fill you"

"I make you what you are,
pushing out your elbows,
bursting the seams,
and so your life swells
the image of my life."

2. "Every morning...I say
goodbye to the water"

3. "embraced/by your
unwearying fidelity"

4. "You billow
and resound in the wind
as though you were my soul,
at bad moments
you cling
to my bones"

5. I greet you
with reverence"

Activity 57 -"Heloise" For You
(p. 119)

1. B
2. B
3. A
4. D
5. C
6. C
7. D
8. B

Activity 58 - You'll Need This Tool
(p. 121)

a. C
2. A
3. C
4. D
5. C

Activity 59 - Money Resources For My Clothes
(p. 123)

I. C

II. E

III. A

There are no answer keys for activities which call for a student's writing sample.

Included here, however, are the criteria for assessing each writing sample holistically and ranking each sample from 6 (excellent) to 1 (very deficient).

Appendix B

Score Scale Points 1-6

APPENDIX B [1]

I. Score Scale Point 6

This response indicates a STRONG COMMAND of written language. The writing samples in this category:

ORGANIZATION/ CONTENT	o	have an opening and closing. The responses relate to the topic and have a single focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. A variety of cohesive devices are present resulting in a fluent response. Many of these writers take compositional risks resulting in highly effective, vivid responses.
USAGE	o	have very few, if any, errors in usage.
SENTENCE CONSTRUCTION	o	demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.
MECHANICS	o	have very few, if any, errors in mechanics.

[1] SOURCE: N. J. State Department of Education. The Registered Holistic Scoring Method for Scoring Student Essays. Trenton: N. J. State Dept. of Educ., 1986.

II. Score Scale Point 5

This response indicates a GENERALLY STRONG COMMAND of written language. The writing samples in this category:

ORGANIZATION/ CONTENT	o have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically from beginning to end. The key ideas are developed with appropriate and varied details. Clusters of ideas are strongly connected. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.
USAGE	o have few errors in usage.
SENTENCE CONSTRUCTION	o demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.
MECHANICS	o have few errors in mechanics.

III. Score Scale Point 4

This response indicates a COMMAND of written language. The writing samples in this category:

ORGANIZATION/ CONTENT	o	generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.
USAGE	o	may display some errors in usage, but no consistent pattern is apparent.
SENTENCE CONSTRUCTION	o	may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.
MECHANICS	o	may display some errors in mechanics but these errors will not constitute a consistent pattern.

IV. Score Scale Point 3

This response indicates a PARTIAL COMMAND of written language. The writing samples in this category:

ORGANIZATION/ CONTENT	o	may not have an opening and/or a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly shift focus; however, in these papers, at least one of the subjects focused upon clearly meets the criteria for a 3. For example: some 3 papers are sparse--they have several details with a little elaboration, but they are organized and controlled; some 3 papers will ramble somewhat, repeating ideas resulting in a lengthy response that otherwise would be sparse; and other 3 papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.
USAGE	o	may display a pattern of errors in usage.
SENTENCE CONSTRUCTION	o	may demonstrate an excessive monotony in syntax structure and/or rhetorical modes. There may be errors in sentence construction.
MECHANICS	o	may display a pattern of errors in mechanics.

V. Score Scale Point 2

This response indicates a LIMITED COMMAND of written language. The writing samples in this category:

ORGANIZATION/ CONTENT	o	may not have an opening and/or a closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions making it difficult to move from idea to idea. Details are presented with little, if any, elaboration -- highlight papers.
USAGE	o	may have severe problems with usage, but they are not totally out of control.
SENTENCE CONSTRUCTION	o	may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.
MECHANICS	o	may display numerous serious errors in mechanics.

VI. Score Scale Point 1

This response indicates an INADEQUATE COMMAND of written language. The writing samples in this category:

ORGANIZATION/ CONTENT	o	may not have an opening and/or a closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning. Details may be random, inappropriate, or barely apparent.
USAGE	o	may display numerous errors in usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.
SENTENCE CONSTRUCTION	o	may demonstrate an assortment of grammatially incorrect sentences and/or incorrect rhetorical modes. Statements may be either incoherent or unintelligible.
MECHANICS	o	may display errors in mechanics so severe as to detract from the meaning of the response.